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ARI Research Note 93-20

## 1991/1992 Survey of Total Army Military Personnel: Taxonomy of Written Comments

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The development of a coding scheme for an open-ended response question that appeared in the <u>1991/1992 Surveys of Total Army Military Personnel</u> (STAMP) is reported in this Research Note. The STAMP surveys were designed to provide information to assist personnel officials in setting policies and procedures for demobilization/redeployment and downsizing. A total of 6,287 comments were coded. A hierarchical taxonomy was developed based on three sources of information. The primary source of information was the body of items comprising the STAMP surveys. The second source was a random sample of 69 actual survey responses. These comments were examined for any nonredundant information that might be used in the taxonomy. Finally, the Army Leadership Framework Matrix was examined and additional dimensions were derived for inclusion in the taxonomy. This taxonomy contained nine primary content categories: (1) Quality of Army Life, (2) Family/Relationship Issues, (3) Leadership, (4) Job Satisfaction, (5) Mobilization/Deployment/Demobilization, (6) Training, (7) Career, (8) Policy Issues, and (9) Miscellaneous.			
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1991/1992 Survey of Total Army Military Personnel:  
Taxonomy of Written Comments

Introduction

In September, 1991, Booz•Allen, & Hamilton, Inc., was contracted by the U.S. Army Research Institute (ARI) to code an open-ended response question appearing in the 1991/1992 Surveys of Total Army Military Personnel (STAMP). The STAMP surveys were designed to provide information to assist personnel officials in setting policies and procedures during demobilization/redeployment and downsizing.

STAMP surveys were originally mailed to a sample of 51,000 soldiers: 21,000 in the active component, and 30,000 in the reserve components. The survey included questions concerning such topics as climate and morale; organizational commitment; leadership; training needs; stress; reenlistment/career plans; personal, family, and economic difficulties in deployment; adequacy of preparation for mobilization/deployment (e.g. training/family issues); reactions to specific personnel management policies; and advice to others concerning joining the Army.

The contract with Booz•Allen called for the coding of a single, general request for comments printed on the last page of every STAMP survey distributed to soldiers. This request took the following form:

We have attempted to be thorough in examining issues that may affect your career decisions and issues concerning Operation Desert Shield/Storm. If you have comments that may help us to better understand soldiers' experiences and how they affect readiness and retention, please write them in the space below.

Booz•Allen received a total of 12,502 keypunched responses to the open-ended survey question. 6,215 of these comments were omitted from analyses because they only contained reserve soldiers' responses to a particular survey question in which reserve soldiers were asked to indicate their civilian jobs/employment. Thus a total of 6,287 comments were coded by Booz•Allen. All names and identifying marks had been deleted during the keypunch process prior to their receipt. Therefore, all comments were anonymous.

## Method

### General Procedure

The method of content taxonomy utilized in this study was adapted from the general methods outlined by Krippendorf (1980) and Weber (1990). First, an initial coding taxonomy was developed. Next, coding instructions and training aids were developed in order to assist coders in their task. Then, coders were trained on the application of the taxonomy to the data. Finally, data analysis was conducted on the coded comments in an effort to summarize the frequency of the coding categories.

Development of the content analysis coding taxonomy. A hierarchical coding taxonomy was developed for the content analysis for several reasons. First, a hierarchical scheme is valuable if the level of specificity in the content of the comments varies across respondents. For example, one respondent might indicate general dissatisfaction with "communication", while another respondent might be more specific, indicating dissatisfaction with "mail service to family and friends in the United States".

Second, a hierarchical scheme is also useful to address various levels of specificity of hypotheses. For example, one might ask general questions concerning the data, such as, "How frequently did respondents complain about communications?". Or, one might ask more specific questions, such as, "How frequently did respondents complain about mail service to the United States?".

Finally, a hierarchical scheme aids the actual coding process. A major determinant of coder level of effort in content analysis is the time it takes the coder to locate the correct content category. This time is greatly decreased by charts which show content categories arranged in hierarchical form. Such charts allow a quick visual search of the taxonomy to locate the correct content category.

The original proposed taxonomy was based on three sources of information. The primary source of information was the body of items comprising the STAMP surveys. These items were examined in an effort to derive meaningful dimensions for inclusion in the taxonomy. The second source of information was a random sample of 69 actual survey responses. These comments were examined for any nonredundant information that might be utilized in the taxonomy. Finally, the Army Leadership Framework Matrix was examined and additional dimensions were derived for inclusion in the taxonomy.

This taxonomy underwent many revisions. These revisions were based on a number of factors, including feedback and input from ARI and from coders during the training process. The final

taxonomy agreed upon by all constituents for use in coding the comments is presented in Appendix A. This taxonomy contained nine primary content categories:

- Quality of Army Life (QL)
- Family/Relationship Issues (F)
- Leadership (L)
- Job Satisfaction (JS)
- Mobilization/Deployment/Demobilization (MD)
- Training (T)
- Career (C)
- Policy Issues (P)
- Miscellaneous (X)

As shown in Appendix A, each primary content category contained additional sub-categories. The miscellaneous categories were included due to the fact that a large number of written comments either referred directly to the actual STAMP survey, or were responses to a particular survey item requiring reserve soldiers to indicate their civilian employment.

Development of coding instructions and training aids. In order to provide high levels of reliability throughout the coding process, a detailed coding manual, reproduced in Appendix B, was developed. This manual was utilized by coders as a reference document when completing the coding task. The manual consisted of descriptions of each content category. Each description included:

- A definition of the content category.
- Examples of actual comments that should be included in the content category.
- Examples of actual comments that should not be included in the content category. These examples were included in an effort to address the finer definitional issues that are often the primary source of coder disagreement. For each of these "negative" examples, the manual indicated the correct content category into which the comment should be coded.

In addition to the coding manual, two other coding aids were provided for the coders: a list containing definitions of military acronyms, terms, and slang; and a list of all military ranks. These additional aids were necessary due to the fact that the comments often contained vocabulary not found in ordinary discourse.

Training coders. Prior to a description of the coder training, it is necessary to describe the form of the data which coders had to interpret. Previously, it was noted that the

responses to the open-ended survey question had been keypunched prior to receipt by Booz-Allen. Unfortunately, there were a number of problems encountered with this data set. First, each comment was keypunched in the form of one long string, such that there were no natural breaks (e.g. paragraphs) evident upon reading the comments. This made it extremely difficult for coders to discern one coherent thought, or coding unit, from another. Further compounding this problem was the fact that the individuals responsible for keypunching the comments made a considerable number of errors (e.g. spelling, punctuation, capitalization, spacing between words, etc.). In order to address these problems, it was agreed (by ARI staff and Booz-Allen) that one research assistant should divide each response into coherent, codable units prior to actual coding by the coders.

The content analysis literature provides no hard and fast rules by which data might be unitized. For the purposes of this study, it was decided that comments would be parsed into what is referred to by Krippendorff (1980) as thematic units. In this case, a thematic unit was defined as a coherent thought or idea relating to a single content category, as outlined in the taxonomy described above. Thus, in the present study, the thematic unit may range in length from a single word to many sentences. As a consequence, the open-ended response from a single individual could contain a number of codable units.

One research assistant was trained to parse comments into codable units. This training lasted approximately 1.5 weeks. Reliability analyses were conducted to ensure that there was adequate agreement concerning the division of comments. The average percent agreement between the research assistant and one of the senior researchers (who also divided the comments) was 92.3.

Training of the actual coding task lasted approximately 5.5 weeks. Two research assistants served as coders. Coders were first informed about the purpose of the study and importance of accuracy in the coding process. They were then provided with the coding taxonomy and training aids and were given sufficient time to review these materials. Coders were then instructed in the coding procedure. In addition to assigning each thematic unit a code based on the taxonomy, coders were instructed to assign a positive sign to the code if the unit expressed a positive tone or connotation, and a negative sign to the code if the unit expressed a negative tone or connotation. Neutral units were assigned only the content code from the taxonomy.

It is important to note several issues concerning the coding of thematic units. First, there were many instances in which a soldier's comments would reference a specific content category

more than once. These "multiple units" within a response, or comment, were given only a single code by the coders.

Second, any unit that verbalized a thought such as "The Army should...", or, "The Army could...", was coded as neutral. This is because it was rarely clear if the soldier was expressing dissatisfaction with the present state of affairs or whether the soldier merely intended to express the possibility of improvement in a particular area.

Third, it is clear that the Army conducts itself according to certain specific policies. If a unit expressed agreement with a standard Army policy, it was coded as positive. If a unit expressed disagreement with a standard Army policy, it was coded as negative. For example, question # 208 on the 1991/1992 Survey of Total Army Military Personnel - Form E for Active Duty Enlisted Personnel states:

Right now, women in the Army can serve in combat support positions, but not in combat units...

If a comment indicated a soldier's belief that women should be allowed to serve in combat units, then the thematic unit was coded negative since it contrasts with current Army policy. Conversely, if a comment indicated a soldier's belief that women should not be allowed to serve in combat units, then the thematic unit was coded positive since it agrees, in essence, with current Army policy.

Finally, it should be noted that units coded in the Miscellaneous content categories (M1 - Miscellaneous, M2 - Civilian Work of Reserve Soldier, and M3 - Survey Feedback) were not coded as positive, negative, or neutral.

Coders then proceeded to train by coding blocks of comments, each block consisting of approximately 30 comments. Ten blocks of comments were coded during training. After each block was coded, the coders and one of the senior researchers met and discussed the ratings given to each codable unit within each comment. At these meetings disagreements and issues were raised by the coders and consensus was reached as to the proper codes. As mentioned previously, there were times when an issue was raised that resulted in a minor revision of the coding taxonomy. The final block of comments was utilized as an initial reliability check. The percent agreement among the coders and one of the senior researchers was 81.2. This was judged as adequate and the coders proceeded to the actual coding task.

Coding and entering data. All codes were recorded by coders on paper coding sheets. Five reliability checks were conducted

periodically throughout the coding process to ensure accuracy. The average percent agreement among coders was 73.6.

All codes were then keypunched into dBase files. SAS programs were then run which read the data files and scanned for errors. Records were then audited and corrected, if necessary (note: the exact number of keypunch errors was not recorded. However, there were relatively few keypunch errors and these were all corrected).

Data analysis. For each content category (with the exception of the Miscellaneous categories), three dummy variables were created: one for units coded positive, one for units coded negative, and one for units coded neutral. For each dummy variable, a "1" was assigned if the unit was coded for that particular variable, or "0" was assigned if it was not coded for that particular variable. Frequencies were then tabulated for all variables.

### Results

The results of the frequency analysis are presented in Appendix C. Appendix C divides the frequency count of each content category into four "sub-content categories" (note the blocks of four rows in Appendix C): units coded "neutral"; units coded "negative"; units coded "positive"; and all units coded under the specific content category (regardless of the positive, negative, or neutral rating). For each sub-content category, the second column of Appendix C (labeled "FREQUENCY") shows the number of responses that were coded in that particular category. Likewise, the third column (labeled "PERCENT") shows the percentage of all responses that were coded in that particular category. Note that the rows in which the content category label is followed by the word "ALL" are cumulations of the data in the three previous rows.

For example, the row labeled "QL6 NEU" (Amount of Pay - Neutral) shows the frequency and percentage of soldiers who made neutral comments concerning Amount of Pay. Similarly, the rows labeled "QL6 NEG" (Amount of Pay - Negative), and "QL6 POS" (Amount of Pay - Positive) show the data for those who made negative comments and positive comments, respectively, concerning Amount of Pay. Finally, the row labelled "QL6 ALL" (Amount of Pay - All) shows the frequency and percentage of soldiers who made any kind of comment (positive, negative, or neutral) concerning Amount of Pay.

The data in Appendix C indicate that the content categories with the largest number of comments were C2 ALL (Commitment to Army Career/Reenlistment; 11.7 % of all comments), and P3 ALL (Policies Concerning Downsizing; 18.2 % of all comments). This is not surprising considering that many of the questions on the

STAMP survey were geared towards these particular issues, and that downsizing appeared to be a main concern of the Army and its soldiers at the time of the survey.

Additional issues that received an above average number of comments include:

- **J822 ALL** - ANC Recruiting Issues (9.7%)
- **T4 ALL** - Physical Fitness Training (9.6%)
- **C3 ALL** - Army Career Path/Track (8.6%)
- **P2 ALL** - Policies Concerning Women (8.2%)

Appendix D presents the percentage of responses for the "ALL" categories, listed in descending order.

#### Discussion

The advantages of utilizing a hierarchical coding scheme were outlined previously. However, one disadvantage of such a plan is that it is likely that several content categories will end up with a small number of responses. The data in Appendix C indicate that this indeed is an outcome in the present study. It is recommended that a minimum number of responses be set for a content category to be considered significant, and all content categories that do not meet this minimum standard could be aggregated upward in the coding taxonomy hierarchy outlined in Appendices A and B.

For example categories with less than a 5% response rate should be aggregated to the next highest level in the coding taxonomy hierarchy. Appendix E presents the STAMP data (from Appendix C) aggregated according to this "5% rule". Further, for this aggregated data, Appendix F presents the percentage of responses for the "ALL" categories, listed in descending order.

— References

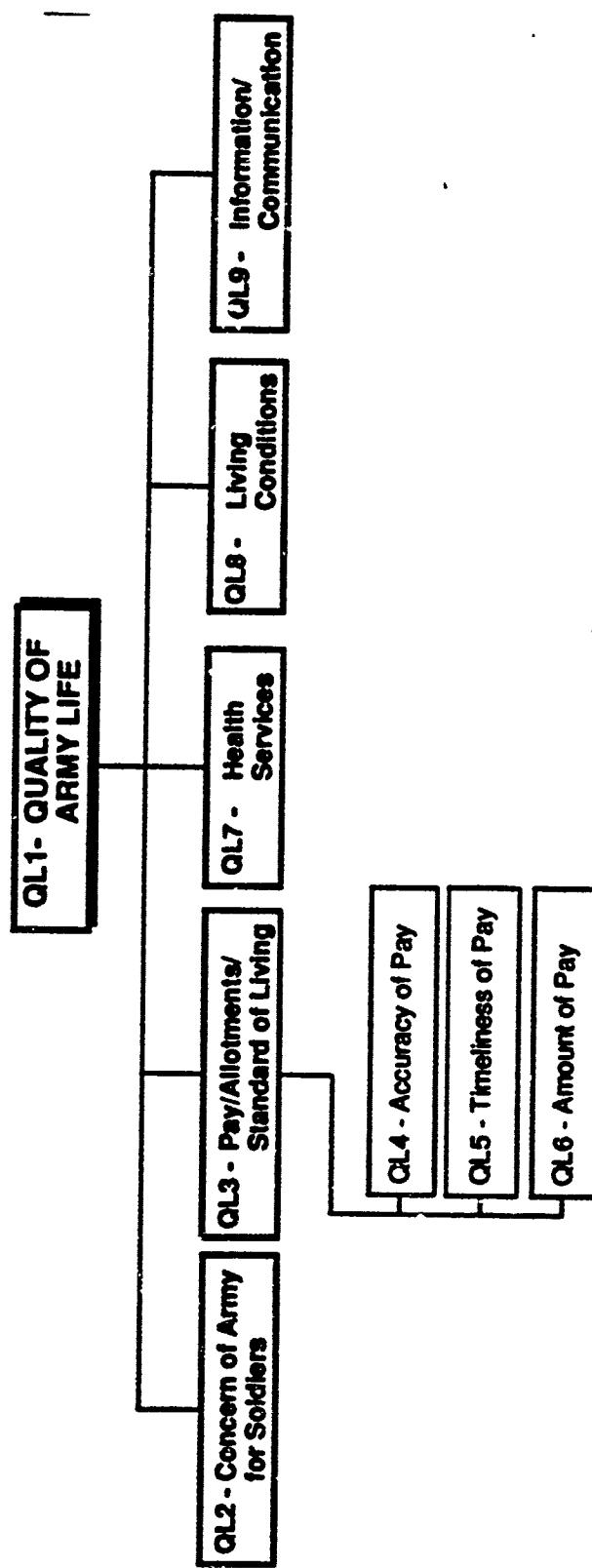
Krippendorf, K. (1980). Content analysis: An introduction to its methodology. Newbury Park, CA: Sage.

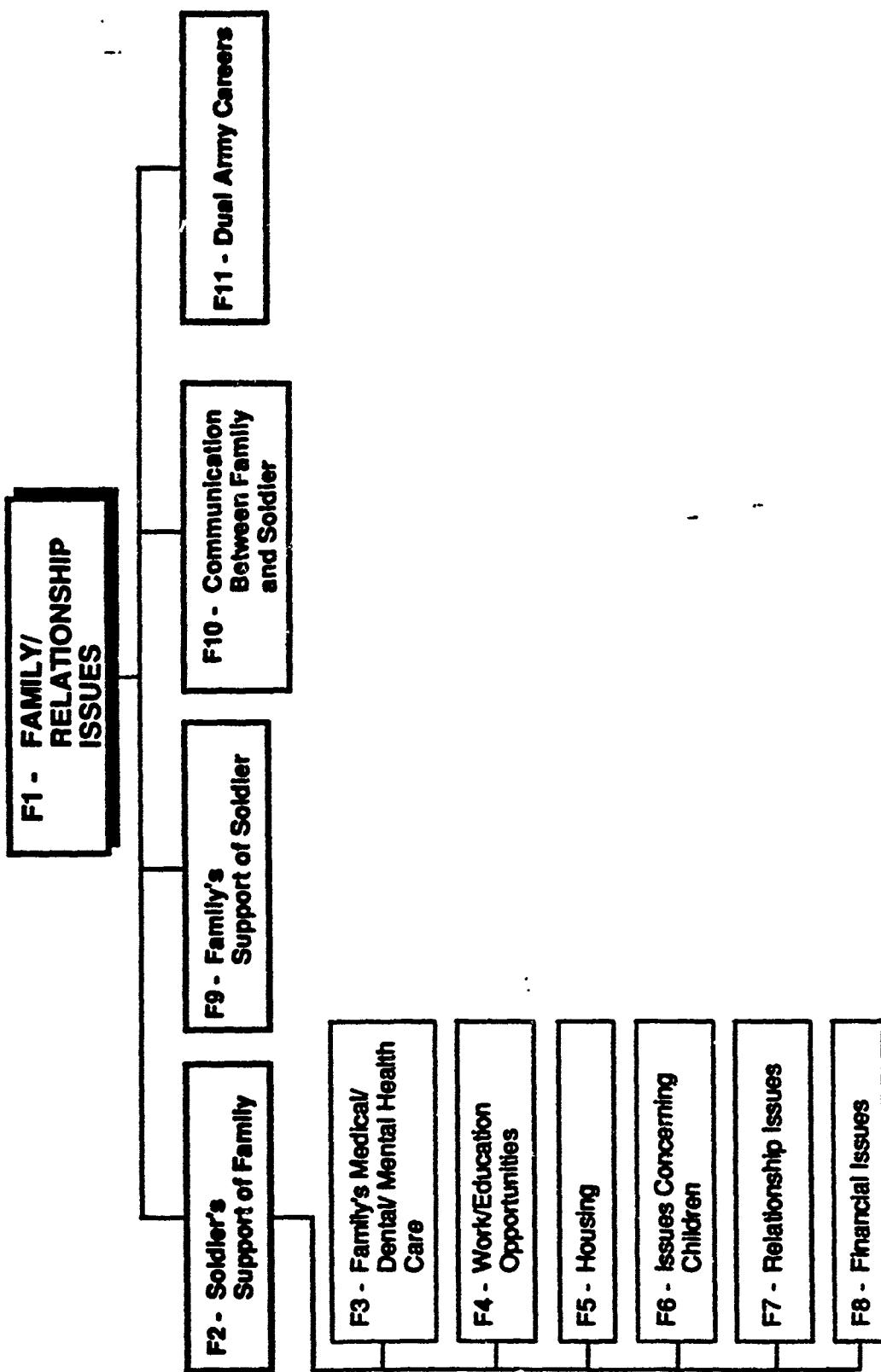
Weber, R.P. (1990). Basic content analysis, (2nd ed.). Newbury Park, CA: Sage.

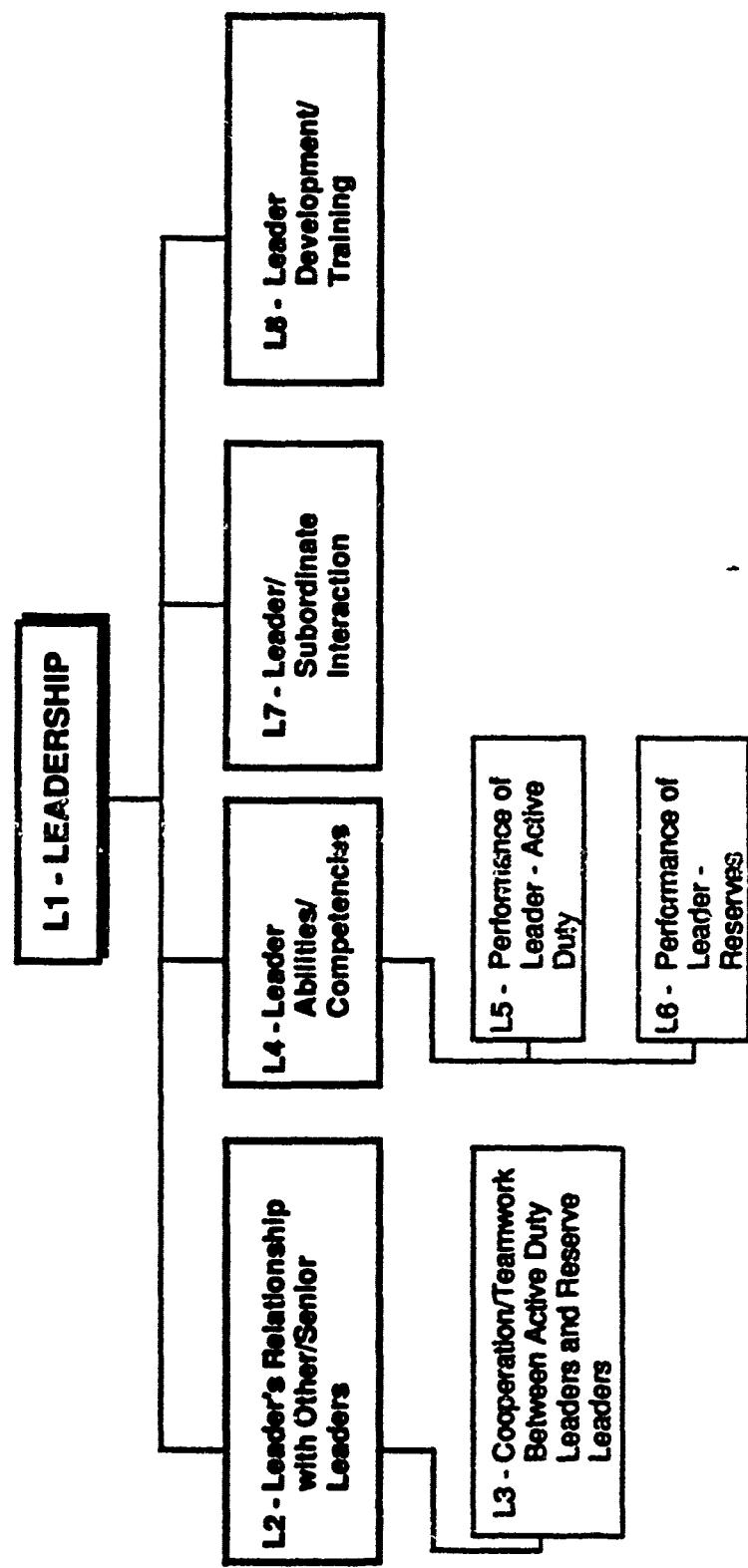
**Appendix A**  
**Content Category Taxonomy**

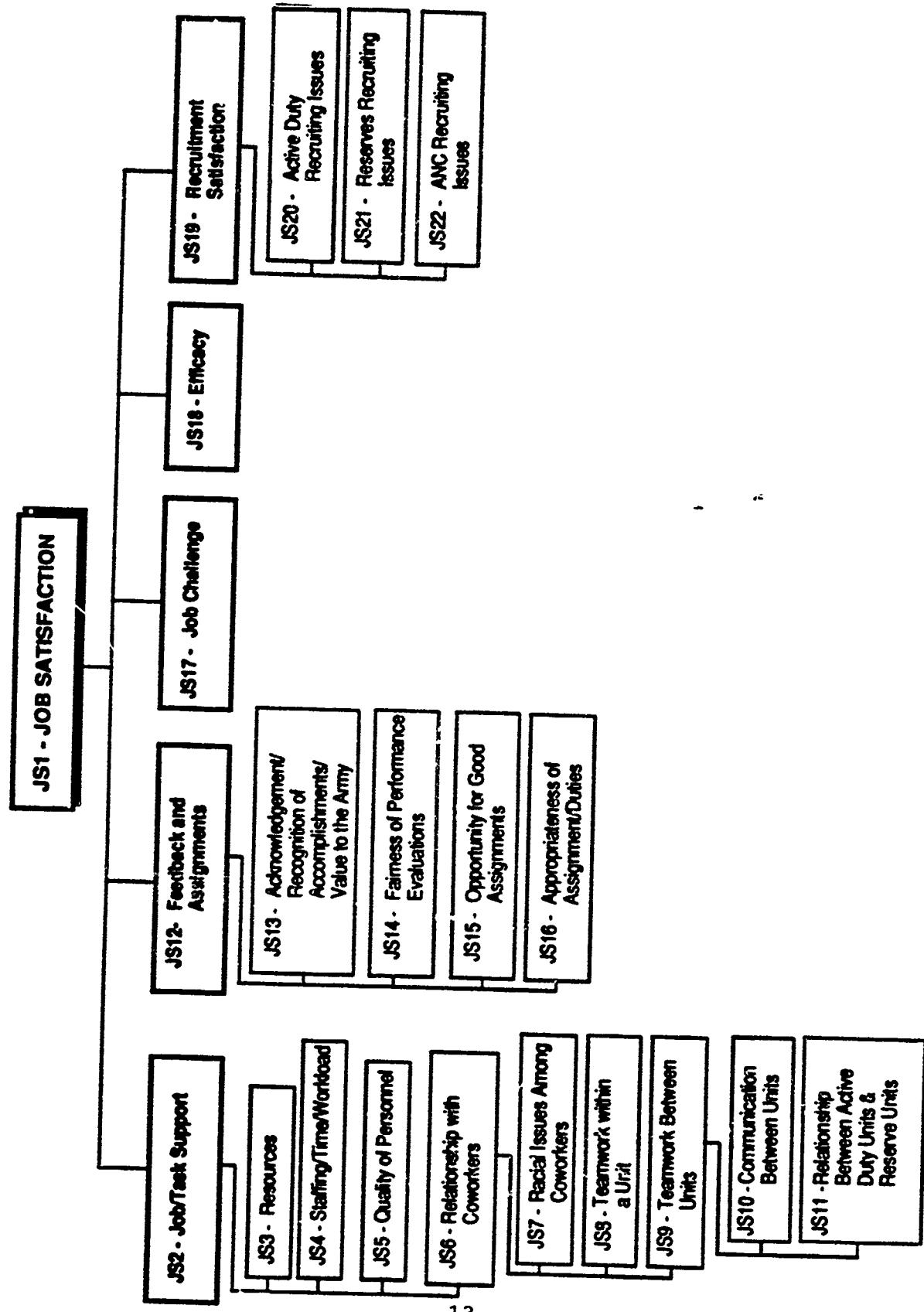
**Primary Content Categories**

- **Quality of Army Life (QL1)**
- **Family/Relationship Issues (F1)**
- **Leadership (L1)**
- **Job Satisfaction (JS1)**
- **Mobilization/Deployment/Demobilization (MD1)**
- **Training (T1)**
- **Career (C1)**
- **Policy Issues (P1)**
- **Miscellaneous (M1)**









**MD1 - MOBILIZATION/  
DEPLOYMENT/  
DEMOBILIZATION**

**MD2 - M/D and Personal  
Issues**

**MD3 - Communication Between  
Army and Soldier**

**MD4 - Personal Mobilization  
Plans**

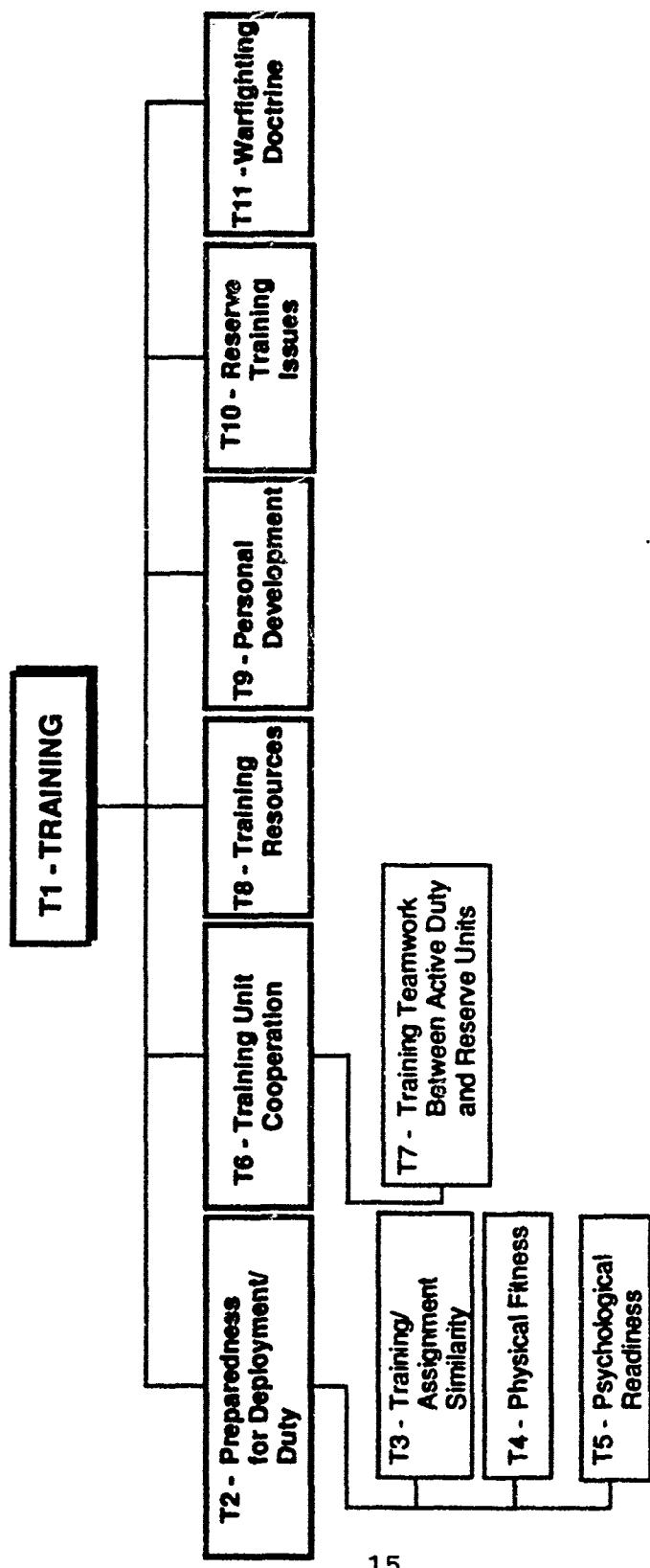
**MD5 - Processing (R)**

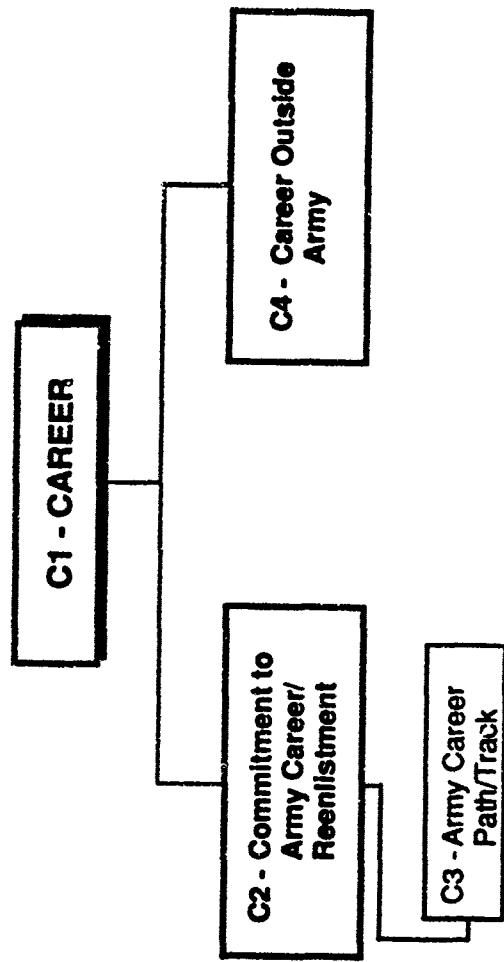
**MD6 - Effect of M/D on  
Education (R)**

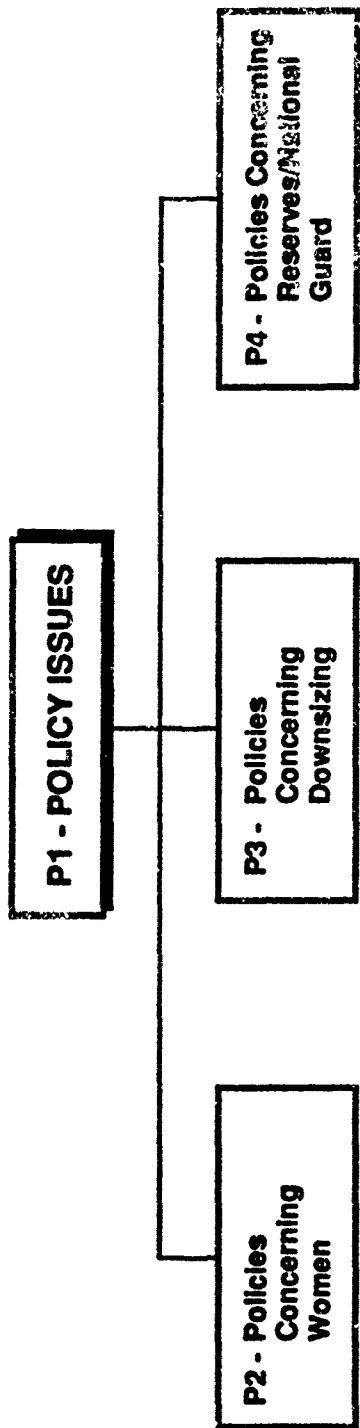
**MD7 - Effect of M/D on  
Civilian Job (R)**

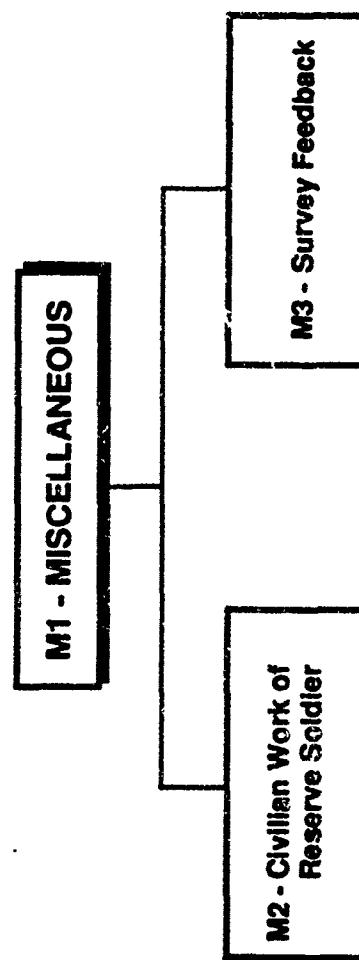
**MD8 - Impact on Own  
Business**

**MD9 - Employer's  
Personnel Practices  
Regarding Reserves**









— Appendix B  
STAMP Coding Taxonomy Manual

• **QL1 - QUALITY OF ARMY LIFE**

- General comments concerning the quality of army life. These are comments concerning personal army life experiences such as pay, standard of living, health services, living conditions, communication.
- Does Not Include comments concerning family or relationship issues. Code these under **Family/Relationship Issues**.
- EXAMPLES:
  - "Life in the Army stinks."
  - "Living in the Army is a lot better than living in the outside world."
  - "It's a good life being in the army."

• **QL2 - Concern of Army for Soldiers**

- This category is for general comments about the Army's concern for soldiers' welfare and well-being.
- EXAMPLES:
  - "I feel the Army is genuinely concerned for my welfare and will act appropriately."
  - "The Army treats its soldiers like dirt, with no concern for the way we feel."
  - "It was comical that we were being sent off with such a lack of interest in our well being."

• **QL3 - Pay / Allotments / Standard of Living**

- Includes any comments concerning **PAY**:
- **PAY refers to:** Regular pay, tax exemptions, special pay, compensation for PCS moves, and monetary benefits

- (i.e. money for education, retirement benefits, etc.).
- Does Not Include comments concerning:
  - Bonuses (i.e. recruiting and reenlistment bonuses) and loan repayments. These get coded under **Recruitment Satisfaction**.
  - Downsizing and Pay: i.e. money given as voluntary separation incentives, or tax exemptions on the VSIs. Code these comments under **Policies Concerning Downsizing**.
  - Reserve Mobilization Personal Finance: pay upon mobilization, or Soldiers & Sailors Civil Relief Act benefits. NOTE: these are specific army terms. Code these comments under **Personal Mobilization Plans**.
  - Non-monetary benefits (i.e. health insurance, insurance for family, etc). Code these under other categories such as: **Health Services, Family's Medical/Dental/Mental Health Care**, etc.
- EXAMPLES:
  - "The pay system really needs a complete overhaul."
  - "Soldiers should be entitled to certain tax exemptions."
  - "I feel the tax exemption for overseas pay during ODS/S should be changed and be retroactive for all who served. This will otherwise present a problem with the way pay and taxes were handled."
  - "I still have pay problems from being on active duty."
  - "I always pay out of my pocket for normal expenses for PCS that the army will not cover."
- If Possible, code comment under specific category:

— • **QL4 - Accuracy of Pay**

- Includes comments concerning the accuracy/precision of pay or allotments given to soldiers. Only include comments that concern whether soldier was paid the correct amount of money according to his/her contract.
- **EXAMPLES:**
  - "Whenever I get my paycheck it's always for the wrong amount."
  - "Can't the Army get it right? Although I'm a captain I seem to be getting the pay of sergeant."

• **QL5 - Timeliness of Pay**

- Includes comments concerning whether pay was on time, late, or never received.
- **EXAMPLES:**
  - "I wish the Army would pay me on time. Don't they know my family has bills to pay?"
  - "The unit members supported by the finance office at XXX are being asked to wait 6 to 7 weeks for AT/ADT pay that includes travel payments. This should be fixed post haste."

• **QL6 - Amount of Pay**

- Includes any comments or complaints about the amount of pay received; includes comments concerning equity perceptions of pay (i.e. single vs. married soldiers; reserve vs. active duty; officer vs. enlisted, military vs. civilian, etc.).
- **EXAMPLES:**

- "Can anyone show me a place in the US where our pay covers the cost of living on the economy (rent/utilities) when compared to actual costs of housing."
- "I had no idea how much unpaid work is required in the reserves when I left active duty to join the reserves. We should be paid more for the work we do."
- "Most dedicated reservists (especially leaders) donate much unpaid time to plan for unit assemblies, funding for them is a must."
- "First and second lieutenants have a hard time financially. For all the responsibility given them, I believe they should earn more. All nurses should, military and civilian."
- "How about considering the same PCS benefits for military as we give civilians. I am speaking of closing costs on houses and allowances for temporary quarters."
- "I am concerned about disparity between my current salary plus the inadequate bonus I receive for my specialty and the amount of money I can make as a civilian nurse."

- **QL7 - Health Services**

- Any comment concerning personal medical/dental/mental health service such as availability of service, quality of service, medical/dental/mental health insurance, etc.
- Does Not Include comments concerning health services for family or significant others.

- Code these comments under **Family's Medical/Dental/Mental Health Care**.
- EXAMPLES:
  - "I was deployed to Germany and slipped on the ice and tore a vital ligament in my left knee. The Army referred me to a VA hospital, but they are doing nothing about it because they say my injury was non-service related. I don't have insurance and can't afford to get it fixed. I can not do any physical activity I used to be able to do."
  - "Treatment for females is especially poor - contraceptive supplies are limited or unavailable, appointments with gynecologists only available to pregnant women. Thus, physician's assistants frequently misdiagnose or dismiss female problems."
- QL8 - **Living Conditions**
  - Any comment concerning personal army living conditions.
  - Includes comments concerning:
    - Availability/Quality of army housing; overseas accommodations, etc.
    - Availability/Quality of recreational services and equipment
    - Quality of commissaries or exchanges (i.e. PX).
  - Does not include comments concerning living conditions of family or significant other. Code these comments under **Soldier's Support of Family**.
  - EXAMPLES:
    - "The conditions under which soldiers had to live in Saudi Arabia were deplorable. The army could take lessons from nomads about desert living."
- QL9 - **Information / Communication**

- — Any comment concerning information exchange or communication between army and soldier (except for M/D).
- Includes any comment concerning:
  - Communication of military service requirements (i.e. new army policies such as downsizing, doctrines, etc.).
- Does Not Include comments concerning:
  - Soldier's personal communication with his/her family (i.e. the delivery of mail to soldiers from family and vice-versa). Code these under **Communication Between Family and Soldier**.
  - Communication between the army and soldier's family. Code these comments under **Family's Support of Soldier**.
  - Job-specific communication between army units, or between individuals (i.e. communication of orders or requests for supplies, etc.). Code these comments under **Job/Task Support or Communication Between Units**.
  - Communication between army and soldier concerning mobilization/deployment. Code these comments under **Communication Between Army and Soldier**.
- EXAMPLES:
  - "Something you might want to do to help some people make a decision is provide them a written assessment of their current and future value to the Army. If you sent me a letter I would have a much better idea of whether to take an early out option."
  - "The Army is failing to keep soldiers informed about the draw down and its implications! The ARMY TIMES is an unacceptable format for gaining such important information. Unfortunately, it appears to be the only one available to soldiers and their families..."

- "Most of my information comes from the Army Times."
- "Get more information out to those of us being impacted by unit deactivation and reorganization."
- "The uncertainty and lack of concrete information, especially from the chair of command, certainly causes a good deal of stress."

- **F1 - FAMILY/RELATIONSHIP ISSUES**

- Any general comment about issues concerning soldier's family and/or personal relationship.
- NOTE: There have been a number of comments concerning soldiers whose wives/husbands are also in the military. These comments usually contain something about family/relationship issues; they may also be about poor assignments (i.e. not close enough together). As a rule of thumb, if the comment concerns such issues and mentions that both husband and wife are in the military then only code that comment for **Dual Army Careers**, even if the comment discusses children, housing, assignments, etc.

- **F2 - Soldier's Support of Family**

- General comments concerning family's welfare and/or relationship with significant other.
- Includes any comments concerning the direct impact or effect of mobilization/deployment/demobilization (i.e. ODS/S) on family/relationship.
- EXAMPLES:
  - "I worry about my family when I am away from them."
  - "Readiness includes providing soldiers time to care for family members. Being run through the amount of exercises we have experienced since return is ridiculous because family care is becoming minimal."
  - "Most nurses I know who got out of the military did so because of the lack of stability for raising families."
- **F3 - Family's Medical/Dental/Mental Health Care**
  - Any comment concerning the availability, or quality of medical and dental services, family counseling, family support groups, and family medical/dental/mental health insurance.

— — — EXAMPLES:

- "Why can't an organization as large as DoD get a more comprehensive Dental Plan for my family. DDP is a joke. My wife had to have a crown and DDP paid \$80 of the \$365 bill. Both my kids need braces. DDP is not around. I have checked civilian benefits and they are great. In fact they beat ours by a great margin and they aren't as large as one Army division."
- "My family members encountered health problems that required filing claims with CHAMPUS - Let me tell you there is not enough paper for me to fully describe the anxiety this caused. They had no record of my family's enrollment in DEERS and it has taken 12 months to settle claims with medical doctors and facilities that even turned us into collection agencies. CHAMPUS is a bureaucratic farce! The Army needs a better civilian health care plan - CHAMPUS is ripping off tax payers and cheating service members."
- "The family support group had too many women in a power struggle, so a lot of people quit participating in the support group."

• **F4 - Work/Education Opportunities**

- Any comment concerning career/work/education opportunities for spouse or significant other.
- Does Not Include career/work/education opportunities for soldier. Code these comments under **Career or Training**.
- EXAMPLES:

- "My wife has to drive 1.5 hours each way to get to work."

• **F5 - Housing**

- - Any comment concerning the quality and/or availability of government or non-government housing for soldier's family.
- Includes comments concerning family living arrangements during mobilization/deployment/demobilization (i.e. ODS/S).
- Does Not Include comments concerning soldier's personal living conditions. Code these comments under **Living Conditions**.
- EXAMPLES:
  - "The house that the army provided for my family is falling apart."
  - "Family got government quarters while I was deployed."
- **F6 - Issues Concerning Children**
  - Any comment concerning issues revolving around soldier's children.
  - This includes comments concerning:
    - Availability/Quality of child care
    - Availability/Quality of dependent schools/facilities
    - The direct effect of mobilization/deployment/demobilization (i.e. ODS/S) on children, such as they had to change schools, guardians, living arrangements, etc.
  - EXAMPLES:
    - "Either due to the media, or friend/family discussion, all children showed some distress over the war."
    - "My son was only 3 wks old when I was mobilized. I a way I knew I had a job to do. But on the other

— side of things I had a son at home who didn't even know who I was when I did return."

- "I was told I was going to Saudi, so I had to send my daughter to my sister, take her out of school, etc. After I found out I would not be going with that particular unit, I still kept my daughter with my sister because everything was so uncertain."

- **F7 - Relationship Issues**

- Any comment concerning issues involving soldier's relationship with significant other (i.e. with husband, wife, girlfriend, or boyfriend; NOT children).
- This includes any comment concerning the direct impact or effect of mobilization/deployment/demobilization (i.e. ODS/S) on soldier's relationship with significant other.
- EXAMPLES:

- "My husband had a hard time adjusting to my being gone because he is the male and was not able to 'protect me'."

- **F8 - Financial Issues**

- Any comment concerning family's financial issues such as lack of funds for paying bills, etc.
- Does Not Include comments concerning soldier's personal finances. Code these comments under **Pay/Allotments/Standard of Living**.
- EXAMPLES:

- "I lost a lot of money because the whole time while I was at Ft. Campbell I didn't get VHA or BEQ because they said that I had an illegitimate child."

- **F9 - Family's Support of Soldier**
  - Any comment concerning support of family for soldier.
  - Includes comments concerning:
    - family's support of soldier's army career
    - family's satisfaction with army's support for soldier and family
    - family's satisfaction with communication (concerning soldier) between army and family. This includes communication concerning mobilization/deployment/demobilization (i.e. ODS/S). For example, to which geographical location soldier is assigned.
  - EXAMPLES:
    - "My spouse is very concerned with our future because of our 18 yrs, as of 11 Feb 92, we have given to the military and has become very dissatisfied not knowing and making great sacrifices."
    - "My wife did not enjoy my M.I. years but has loved my time in F.A."
    - "Much of my spouse's hostility toward the army stems from her prior service and the incompatibility of my career with her new civilian profession."
- **F10 - Communication Between Family and Soldier**
  - Includes any comment concerning soldier's personal communication with his/her family (i.e. delivery of mail, ability to make telephone calls, etc) and vice versa.
    - Examples:
      - "Our mail was very poorly handled while stationed at Saudi Arabia."

- - "Mail delivery was a joke."
- - "My home of record is Canada, therefore telephone and visit were more difficult."

- **F11 - Dual Army Careers**

- Any comment about issues concerned with couples that are both in the army. This category is pretty wide open, although most comments will have to do with problems with children, living arrangements, assignments, etc.
- EXAMPLES:
  - "I'm really concerned about the Army couple program. I don't think it works for everybody. In my situation, my husband and I were not assigned together. We were apart for almost 2 years. This is the reason we got divorced. Please pay attention to our soldiers, especially when they are both service members."
  - "What support groups are available for dual military couples who both deployed and for the children that are left behind. There was no support in the states or in SWA. You were on your own to handle your own problems."

- **L1 - LEADERSHIP**

- Any general comment concerning leaders (any level) in the army, or any government leaders having a strong relationship to the army or to development of army policy.
- EXAMPLES:
  - "I often see senior leaders in violation of uniform regulations, weight standards and physical fitness requirements. I guess my biggest complaint about senior leadership is that they often times do not set a good example."
  - "We need sweeping changes in leadership at highest levels of congress and government with military leaders more in touch with reality of what is really happening."
  - "The Army Leadership and congress isn't on the same 'sheet of paper'."

- **L2 - Leader's Relationship with Other/Senior Leaders**

- Any general comment concerning the working relationships among leaders in the army.
- EXAMPLES:
  - "My unit commander wasn't much of a role model. All he ever did was argue about our unit's assignment with his superior officer."

- **L3 - Cooperation/Teamwork Between Active Duty Leaders and Reserve Leaders**

- Any comment concerning the working relationship between leaders of active duty units and those of reserve units.
- EXAMPLES:
  - "One of the things that would make the army more efficient would be to force active duty and reserve leaders to get along with each other instead of arguing and debating and wasting so much time."

- **L4 - Leader Abilities/Competencies**

- Any general comment concerning the task-specific abilities and/or competencies of leaders (i.e. expertise) in the army.
- Does Not Include comments concerning Leader/Subordinate Interaction. Code these comments under **Leader/Subordinate Interaction**.
- EXAMPLES:
  - "Incompetent leaders like XXX have lead to the deplorable conditions faced by physicians, nurses, and patients at FT YYY."
  - "Entirely too many individuals are being given responsibilities as NCO's and officers and are totally incompetent in the field of personnel management. XXX is unfortunately an example of this."
  - "I volunteered to go to ODS/S with another unit because at that time, the leadership in my unit were sorry excuses for leaders and their decisions would have gotten people killed if they were deployed."
- NOTE: If possible put comments in the appropriate category (Active Duty vs Reserve) below, But Only If the comment explicitly states whether leader is Active Duty or Reserve.
- **L5 - Performance of Leader - Active Duty**
  - Any comment concerning the performance (i.e. abilities, skills, decision-making) of Active Duty Leaders in combat and non-combat situations.
  - EXAMPLES:
    - "Lower ranks seem to do the majority of the work. Understandable supervision is necessary, but it doesn't take 2 E-6's to supervise 1 E-4. I have seen this in several units, Active Duty primarily."
- **L6 - Performance of Leader - Reserves**
  - Any comment concerning the performance (i.e. abilities, skills, decision-making) of Reserve Leaders in combat and non-combat situations.

- -- EXAMPLES:

- "I think that the my unit commander (in the reserves) could easily outperform any active duty leader. I think that the ability of reserve leaders is often downplayed just because they are not active duty."
- "During mobilization I spent 16 days being marched around by reservist drill sergeants who couldn't march themselves."

• L7 - Leader/Subordinate Interaction

- Any comment concerning the treatment of subordinates by leaders in the army.
- Includes comments concerning: leaders encouraging comments/suggestions from subs, leaders being helpful with subs' problems, leaders showing respect for subs, leaders showing concern for the welfare of subs, and leaders treating all subs in an equitable manner (i.e. no prejudicial treatment).
- Does Not Include comments concerning:
  - Task-specific abilities and/or competencies (i.e. expertise) of leaders. Code these comments under **Leader Abilities/Competencies**.
  - Soldier's perceptions of fairness in promotions or performance evaluations. Code these comments under **Fairness of Performance Evaluations or Army Career Path/Track**.
- EXAMPLES:
  - "The MDs and Commanders do not care how many hours nurses work as long as they can get patients in the hospital."
  - "I think the ANC as a whole is a very bureaucratic, stiff organization which does not allow for individual opinions and concerns."
  - "I truly believe that our leaders don't know the kind of anxiety we experience here out in the field."

- — "In Saudi, our CDR did not treat everyone equally. He looked the other way while a Cpt was having an affair with an SPC."
- L8 - **Leader Development/Training**
  - Any comments specifically concerned with the development and training of leaders, including availability/adequacy of training resources for leader training.
  - EXAMPLES:
    - "More money should be spent on sending leaders to training programs where they teach them specifically how to deal with subordinates."
    - "More management training programs for senior officers are a must if the ANC is going to keep up with the creative programs offered by the civilian sector."
    - "More leadership and management training. Head nurses are not well prepared for their jobs which results in low morale of staff."

- **JS1 - JOB SATISFACTION**

- Any general comment concerning how satisfied soldiers are with their jobs. The key to placing comments in this category is that the comments must be, in some way, job-related. That is, this category Does Not Include comments concerning the quality of army life (i.e. living conditions, pay, standard of living, family or relationship issues, etc). Also included in this category are general comments concerning job-related morale.
- EXAMPLES:
  - "The morale of most of the units I saw in ODS/S was very high."
  - "I wish that all 18 yr old males and females participated in the military. It is very good to learn what they have to show."
  - "Each month I face an inner conflict. I can't decide if I want to put on the uniform or not. I end up going."
  - "My time spent in ODS/S was a total waste of time."
  - "I see my time spent in the reserves as wasted."
  - "The morale of the IRR's went down very quickly and total disgust was very obvious."

- **JS2 - Job/Task Support**

- Any general comment concerning the support the soldier gets when performing his/her job with respect to the resources available in the work environment and the relationships the soldier has with coworkers.
- Does Not Include comments concerning:
  - Promotions, feedback/recognition, or assignments. Code these under **Army Career Path/Track or Feedback and Assignments**.
  - Job challenge or job importance. Code these under **Job Challenge**.
  - Recruitment satisfaction. Code these under **Recruitment Satisfaction**.

- EXAMPLES:
  - "At the time I was assigned to a very stressful unit and found the lack of support for personnel horrifying."
- JS3 - Resources
  - Any general comment concerning the quantity or quality of the resources available on the job.
  - Does Not Include comments concerning resources available for training. Code these comments under Training Resources.
  - Includes Comments About:
    - EQUIPMENT/SUPPLIES: Any comment concerning the quantity or quality of equipment and/or supplies (including food, ammunition, weapons, MREs, etc.) available in the work environment. Specifically look for comments concerning the modernization of weapons and/or systems.
    - NOTE: Does Not Include comments concerning recreational equipment/supplies. Code these under Living Conditions.
  - TRANSPORTATION: Any comment concerning the quality and/or quantity of transportation (needed to perform duties) available in the work environment.
- EXAMPLES:
  - "Our units cannot keep valuable equipment on hand unless it is used regularly, therefore we lose it to ECS."
  - "Many troops in the desert did not have desert uniforms. This included troops who went into Iraq. However, troops who were the farthest from the front lines had desert uniforms. The Army needs to look at its distribution system to make sure the front line troops and those needing the uniform for camouflage

- purposes get them first, and not the day they go home."
- "In reserve units, resources not provided properly; time demands also interfere."
- "MREs should be for everyone not just for the units in the field."
- "In order to get any sort of supplies around here you have to go through so much red tape. It gets so frustrating that you end up stealing from other units - it's much less of a hassle."
- **JS4 - Staffing/Time/Workload**
  - Any comment concerning:
    - Staffing: The quantity or availability of personnel needed to perform duties.
    - Time: the lack (or excess) of time available to perform duties.
    - Workload: soldier's perception of his/her workload; including length of working hours, amount of paperwork, red tape, etc.
  - Does Not Include comments concerning:
    - Quality or competency of personnel. Code these under **Quality of Personnel**.
    - Soldier's perceptions of equitable work distribution among coworkers or among units. Code these under **Leader/Subordinate Interaction**.
  - Examples:
    - "We simply cannot continue to have young ANC officers working extended hours due to a shortage of nursing personnel. There must be a team approach concept to patient care which takes into consideration the number and availability of nursing staff."

- - "There are too many patients and not enough doctors."
- "The questionnaire sidestepped the issue of staffing shortages before and after ODS/S."
- JS5 - **Quality of Personnel**
  - Any comment concerning the quality or competency of personnel needed to perform duties.
  - Includes comments expressing satisfaction (dissatisfaction) with the observed performance of individuals or groups.
  - NOTE: The distinction exists between this code and the **Efficacy** code: This code is reserved for comments that express an individual's (dis)satisfaction with someone's (some unit's) past or present performance; **Efficacy** is reserved for comments that express a person's belief that individuals or units can or will perform well sometime in the future.
  - Does Not Include comments concerning staffing issues such as quantity or availability of personnel needed to perform duties. Code these under **Staffing/Time/Workload**.
  - Examples:
    - "Very situational. Some active duty were terrible, some RC were terrible - while others were absolutely terrific."

- JS6 - **Relationship With Coworkers**
  - Any general comment concerning soldier's relationship with coworkers with respect to the performance of assigned duties.
  - Includes comments concerning coworker discrimination based on gender or sexual orientation (note that discrimination based on race should be coded under **Racial Issues Among Coworkers**).

- — Does Not Include comments concerning relationships between leaders and subordinates. Code these under **Leader/Subordinate Interaction**.
- **J87 - Racial Issues Among Coworkers**
  - Any comment concerning racial issues/tensions (i.e. prejudice) among coworkers.
  - **EXAMPLES:**
    - "There is a serious problem with racism in the military. But everyone looks at whites discriminating blacks. Somebody should open their eyes so they can see the full picture. In my experience in the Army, blacks are more prejudiced against whites, than whites are to blacks."
- **J88 - Teamwork Within A Unit**
  - Any comment concerning the cooperative (or non-cooperative) behavior among coworkers **within a unit**.
  - Includes comments about cooperation/teamwork among sub-units (identifiable groups) within a single unit.
  - **EXAMPLES:**
    - "One of the reasons I think we were so successful in Saudi was that everyone in our unit got along with each other and worked well together."
    - "I did not know my unit until I joined them just prior to deployment. We, the profis fillers, were not considered part of the unit and we were told that many times."
- **J89 - Teamwork Between Units**

- Any general comment concerned with cooperative/non-cooperative behavior between units.
  - EXAMPLES:
    - "When we first deployed to Saudi, one of the things that struck me was the blatant lack of cooperation among units. I mean, hey, we're all on the same side, let's work together."
- **JS10 - Communication Between Units**
  - Any comment concerning the facilitation/inhibition of job performance due to communication between units.
  - Does Not Include comments concerning communication about mobilization/deployment. Code these under **Communication Between Army and Soldier**.
  - EXAMPLES:
    - "The success of our tank unit in ODS/S was due to the constant stream of information provided to us by other tank units and cavalry units."
- **JS11 - Relationship Between Active Duty Units and Reserve Units**
  - Any general comment concerned with the working relationships between Active Duty and Reserve units, such as cooperation and teamwork.
  - Includes comments concerning:
    - **Interpersonal Issues:** Any comment concerning the interpersonal interactions between members of Active Duty units and members of Reserve units.

- Task/Job Accomplishment: Any comment concerning problems with task/job accomplishment resulting from the job-related interaction between Active duty units and Reserve units.

- EXAMPLES:

- "Only initially did AD not give reservists proper respect."
- "Most of the active duty soldiers assigned to our reserve unit arrived with a very bad attitude towards reservists. They never gave us a chance."
- "What happened to the total army concept? I bought it and then have not been treated that way. We should have been totally integrated"

- JS12 - Feedback and Assignments

- Any general comment concerning: soldier's perception of feedback received with respect to his/her performance, or job/task assignments.
- Does Not Include comments concerning promotion or advancement. Code these under Army Career Path/Track).

- Examples:

- "This survey reinforces the message put out by the media, Army, Army leadership, and virtually everyone, that if you were in the military during ODS/S and DID NOT DEPLOY, you're some kind of sub-human."

- JS13 - Acknowledgment/Recognition of Accomplishments/Value to the Army

- Any comment concerning the acknowledgement or recognition by superiors of soldier's performance, including awarding medals and honors.

- --- Does Not Include comments concerning:
  - Fairness of performance evaluations. Code these under **Fairness of Performance Evaluations**.
  - Problems or complaints with assignments for members of Dual Army Career Family. Code these under **Dual Army Careers**.
- EXAMPLES:
  - "The awards system for ODS/S is entirely inappropriate. As a leader I have heard from many SMS. Approximately 75% of my personnel are extremely upset about the lack of recognition."
  - "ODS/S vets earned everything they got, however those soldiers who remained behind should not be treated as any less of soldiers."
  - "Doctors and nurses are always forgotten when it's time to hand out the bennies yet we are still required to meet all the Army's PT and weight requirements."
  - "I have earned respect from co-workers, peers, and supervisors."
  - "I am a clinician and the Army doesn't particularly value clinicians; it rewards administration."

- JS14 - **Fairness of Performance Evaluations**
  - Any comment concerning soldier's perceptions of the fairness of performance evaluations/reports.
  - EXAMPLES:
    - "I am appealing my last OER. The top block was my senior rater's center of mass. Although both rater and senior rater said the evaluation was not intended to hurt me. I feel as though a grave mistake was made and reduction/promotion boardmembers will have a misconception of my ability to serve my country."

- **JS15 - Opportunity for "Good" Assignments**
  - Any comment concerning soldier's perception of opportunity to receive desired job/task assignments.
  - Includes comments concerning:
    - Opportunities for assignments in preferable geographic locations, opportunities for assignments that allow assumption of "leadership" roles.
    - Soldier's perception of his/her control over assignments (i.e. Any comment concerning soldier's perceived control over the jobs/tasks to which he/she is assigned).
  - Does Not Include comments concerning:
    - Soldier's perceptions of inequitable leader behavior. Code these under **Leader/Subordinate Interaction**.
    - Soldier's opportunities for personal/professional/technical development/training. Code these under **Personal Development**.
  - EXAMPLES:
    - "Soldiers did not get to decide if they deployed to ODS/S. Those who remained behind worked twice as hard."
    - "Nurses welcome the opportunity to stay in direct patient care rather than become a supervisor."
    - "I and many other soldiers in my unit feel that we were penalized because we did not get the opportunity to serve in Desert Shield/Desert Storm."
    - "The remoteness of this assignment is poor."
    - "We never deployed to ODS/S. We are the only Special Forces Group not to see combat!"

— - "Myself and others in my unit are upset we were not called up for desert storm!"

• **JS16 - Appropriateness of Assignments/Duties**

- Any comment concerning soldier's perceptions of the appropriateness of his/her assigned duties with respect to their expertise, experience, etc.
- NOTE: When deciding between this category and **Training/Assignment Similarity**, there is a difference. Coding a comment in **Appropriateness of Assignments/Duties** assumes that the training the person had was satisfactory, but that the problem lies in the assignment the person is undertaking, in the sense that the person was assigned to a job/task with which he/she was totally unfamiliar or untrained. On the other hand, coding a comment **Training/Assignment Similarity** implies that the individual's assignment is ok, rather it is the training received prior to assignment that was unsatisfactory, in the sense that the training did not adequately prepare the person for the assignment in the field.
- EXAMPLES:
  - "We are a combat support unit and trained well as such...However, our mission was shuttling of VIPs. Several incidents arose between passengers and crew because of our inexperience of this type of passenger."
  - "Although I'm a 76V, I have yet to work in my MOS. During ODS/S I worked as a transportation spec, a position I had not been trained for."
  - "Had CTT and EFMB training. I did not train to pull guard duty, burn the crappers, fill sand bags, dig trenches, nor did I train to become a PVT which was how we, the officers, were treated until our hospital was set up and functioning."

• **JS17 - Job Challenge**

- Any general comment concerning how challenging (boring) a soldier's job or duties are.
- Includes comments concerning Job Importance: Any comment concerning soldier's perceptions of the importance of his/her job/duties.
- EXAMPLES:
  - "SWA was incredibly busy or horribly boring - the usual."
  - "'Blackbirding at XXX, frankly, is very boring."
- **JS18 - Efficacy**
  - Includes any comments concerning:
    - Self-Efficacy: Any comments concerning an individual's confidence in his/her own abilities to perform assigned duties and achieve personal goals or standards
    - Group-Efficacy: Any comments concerning an individual's confidence or belief in the ability of the group (i.e. unit, division, army, or any group he/she belongs to) to perform assigned duties and achieve group level goals.
  - NOTE: A distinction exists between this code and the **Quality of Personnel** code: The **Quality of Personnel** code is reserved for comments that express an individual's (dis)satisfaction with someone's (some unit's) past or present performance; **Efficacy** is reserved for comments that express a person's belief that individuals or units can or will perform well sometime in the future.
  - Does Not Include comments concerning:
    - Soldier's confidence in Leader's abilities. Code these under **Leader Abilities/Competencies**.
    - Soldier's confidence in his/her ability to get a civilian job / have a civilian career. Code these under **Career Outside Army**.
  - EXAMPLES:

- "I believe I'm good in my job."
- "I feel that we can perform our mission well, and we have proven this in the combat situations before in ODS/S, and will prove so again if we should ever be called up to go to war or a conflict again."
- "My unit does well, but it could be so much better."
- "As a battalion medical MCO I was greatly concerned whether or not these soldiers could meet the rigors of combat or even the climate in SWA."
- **JS19 - Recruitment Satisfaction**
  - Any general comment concerning recruiting.
  - Includes comments concerning:
    - Includes frequency of recruiter contact
    - Quantity/quality of information provided; including whether soldier was informed about the "total military obligation", the probability (possibility) of going to war, etc.
    - Assistance in application process
    - Experience at the MEPS/Examining Facility (concerns physical examination).
    - Bonuses (recruitment or reenlistment)
  - EXAMPLES:
    - "My recruiter failed to inform me there was missing documentation in my packet. It wasn't till I went to his office, a long trip, that I was made aware of the problem. He said he was using 'normal channels' to get results. It took me less than one day to handle the problem that had held up my application for 2 months."
    - "Physical exam, including pap smear, done in mass - very unprofessional."
    - "Did not deal with a recruiter."

- — "Capt's under 6 yrs should receive bonuses to make pay competitive with peers in civilian market."
- Note: Try to categorize recruiting comments based on type of soldier (below), only if specifically stated or implied (i.e. if a nurse mentions something about recruiting, code it under **ANC Recruiting Issues**).
  - **JS20 - Active Duty Recruiting Issues**
  - **JS21 - Reserves Recruiting Issues**
    - Examples:
      - "We need more selective retention and recruitment of reserve personnel."
  - **JS22 - Army Nursing Corp (ANC) Recruiting Issues**
    - EXAMPLES:
      - "All specialty nurses should be given a bonus, we are all professionals and deserve the same pay."
      - "Instead of offering bonuses to join the ANC, what about bonuses to retain nurses that are **ALREADY** in the ANC to extend their obligations?"
      - "Loan repayment for those entering ANC would be nice."
      - "I don't have a preceptor, but I think this could really help new recruits."
      - "I give the highest accolades to XXX and YYY of the ZZZ recruiting station. Both are extremely motivated, dedicated recruiters who are concerned with providing a high caliber recruit and meeting the needs of the recruit and the Army Nursing Corps, and not just filling quotas. It was due to their

- explanations and concern with my needs that helped me make the decision to go active duty."
- "The ANC would be more attractive as a career/employment option if the recruiters were visible at specialty conventions in the nursing arena."
- "Confident, educated ANC's at conferences or speaking engagements is the best advertisement we have."
- "Initially a bonus program would bring more individuals into the ANC."

- **MD1 - MOBILIZATION/DEPLOYMENT/DEMOBILIZATION**

- Any general comment concerning mobilization demobilization or deployment issues. Comments in this category must be about Mobilization Demobilization or Deployment. One clue to coding here is that comments that discuss Operation Desert Shield/Desert Storm (ODS/S) are often talking about M/D issues.
- NOTE: This category Does Not Include comments concerning the effect/impact of mobilization/deployment/demobilization (i.e. ODS/S) on children, family, or relationships with significant others. These kinds of comments get coded under **FAMILY/RELATIONSHIP ISSUES**.
- EXAMPLES:
  - "Why are reserve and guard units kept on active duty when full time active duty units return home many weeks and months before reserve and guard units?"

- **MD2 - M/D and Personal Issues**

- Any general comment concerning the personal effect of M/D on soldier.
- Does Not Include:
  - Effect of M/D on family issues. Code these under **Family/Relationship Issues**.
  - Reserve and Active duty interaction. Code these under **Relationship Between Active Duty Units and Reserve Units** or **Cooperation/Teamwork Between Active Duty Leaders and Reserve Leaders**.
  - Receiving assignments or volunteering for assignments. Code these under **Feedback and Assignments**.

- **MD3 - Communication Between Army and Soldier**

- Any comment concerning the communication to the soldier of his/her mobilization/deployment orders from the army, such as amount of advance notice given to soldier.

- -- Does Not Include comments concerning processing time for reserve soldiers. Code these under **Processing**.
- **EXAMPLES:**
  - "We were told 1-2 days before we deployed we were leaving. That's hardly enough time to close up your house, turn off your gas, water, etc..."

- **MD4 - Personal Mobilization Plans**

- Any comment concerning personal mobilization plans including: power of attorney, up to date will, storage of household goods (HHG), someone to take care of finances or personal property, family care plan, business care plan for reserves, and personal finances for reserves [pay upon mobilization, Soldiers & Sailors Civil Relief Act benefits]. NOTE: These personal mobilization plans are very specific; If comment does not explicitly mention one of them, do not code it in this category.
- NOTE: Any comment concerning SUREPAY, Casual Pay/Allowance or Travel Allowance should be coded under **Pay/Allotments/Standard of Living**.
- **EXAMPLES:**
  - "Between deploy and recent PCS some significant losses and damages occurred."

- **MD5 - Processing (Reserves)**

- Any comment concerning processing issues, such as length of time to get processed, efficiency (inefficiency) of processing, etc.
- NOTE: Processing is a specific event soldiers go through to get ready to get shipped out. It is usually a term used by reservists to describe their movement into active duty when mobilized. It entails such things as a medical exam, immunization/vaccines, ensuring medical/dental records are up to date, ensuring soldier is equipped with dog tags,

— etc. It probably requires lots of paperwork and other red tape during which the soldier does little more than sit around and wait.

- EXAMPLES:

• **MD6 - Effect of M/D on Education (Reserves)**

- Any comment concerning the direct effect of M/D on soldier's education, including interruption of current education (did school give credit for partial semester; did school provide refund of tuition/fees), interruption of plans to attend college, etc.
- Does Not Include comments concerning effect of M/D on education of family members (i.e. children). Code these under **Issues Concerning Children or Work/Education Opportunities**.

- EXAMPLES:

- "Being called to serve in ODS/S really screwed me up. I was almost finished with my last semester at a junior college. Now, they won't give me credit for that semester and they won't even give back my tuition money. The army should have some kind of agreement with colleges about this."

• **MD7 - Effect of M/D on Civilian Job (Reserves)**

- Any general comment concerning the direct effect of mobilization/deployment on reserve soldier's civilian job.
- Does Not Include comments concerning effect of M/D on family issues. Code these under **Family/Relationship Issues**.

- EXAMPLES:

- "I had to quit both jobs because of ODS/S."

• **MD8 - Impact on Own Business**

- Any comment concerning the direct effect of M/D on soldier's own business, such as financial effects, etc. Note:

- Soldier must be the owner (or partner) in the business.
- EXAMPLES:
  - "Major concern during ODS/S: The impact on my business and therefore my family should I be mobilized."
- **MD9 - Employer's Personnel Practices Regarding Reserves**
  - Any comment concerning reserve soldier's civilian employer and the employer's policies, practices, and procedures regarding reserves, such as pay, benefits, etc. Also includes comments concerning demobilization and soldier's civilian job (i.e. does soldier retain position upon return from duty).
  - EXAMPLES:
    - "Employer was willing to make up pay if LES had been submitted."

• **T1 - TRAINING**

- Any general comments concerning army training.
- Does Not Include comments concerning:
  - Training or development in reference to (for) future civilian jobs. Code these under **Career Outside Army**.
  - Does Not Include comments concerning Leader Training or Development. Code these under **Leader Development/Training**.

- EXAMPLES:

- "As a commander in the army, I believe that our soldiers are trained extremely well."
- "Consider the career folks and our need to train those younger ones to take our place when we retire!"

• **T2 - Preparedness for Deployment/Duty**

- Any general comments concerning the preparedness of individuals/units for performance of duties in combat and non-combat situations.
- Includes any comment concerning the adequacy of the amount of time spent training soldiers.
- Does Not Include comments concerning:
  - Development/training of leaders. Code these under **Leader Development/Training**.
  - Resources available for training. Code these under **Training Resources**.

- EXAMPLES:

- "The training I did as a company commander helped my units who went to combat do very well."
- "Our unit was well trained and prepared for duty."

- "Training has always been the same from the use of VH-1's through the transition of VH-60's. We are a combat support unit and trained well as such to include troop transport, insertion and extraction, and other missions."
- "The ROTC nursing summer training was a wonderful experience, very helpful prior to entering active duty."
- "The amount of chemical training done in my unit was not sufficient."
- **T3 - Training/Assignment Similarity**
  - Any comment concerning the similarity of training tasks and duties to assignment tasks and duties. Includes comments concerning the realism of training compared to actual combat experience.
  - NOTE: Comments in this category are not about assignments, *per se*; rather the emphasis is on whether or not the training the soldier received was realistic compared to the kinds of things the soldier encountered on the job (i.e. in combat).
  - NOTE: When deciding between this category and **Appropriateness of Assignments/Duties**, there is a difference. Coding a comment in **Appropriateness of Assignments/Duties** assumes that the training the person had was satisfactory, but that the problem lies in the assignment the person is undertaking, in the sense that the person was assigned to a job/task with which he/she was totally (or partially) unfamiliar or untrained. On the other hand, coding a comment **Training/Assignment Similarity** implies that the individual's assignment is ok, rather it is the training received prior to

assignment that was unsatisfactory, in the sense that the training did not adequately prepare the person for the assignment in the field.

- EXAMPLES:

- "There was no comparison between training and real combat. In ODS/S we were the first to strike and it was much scarier than at the training center."
- "The army does not train realistically. It is more for show than anything. When I got to war I'm not going to worry about whether or not my indicator is in green or black and I doubt I'll have time to set up a nice powder houch and make sure my kevlar strap is taped up exactly like everyone else's in a combat zone."

• T4 - Physical Fitness

- Any comment concerning physical fitness training. Includes any comments concerning the Army's Fit To Win Program.

- EXAMPLES:

- "Regular PT is non-existent and any fitness program must be done on my time. Assignments where PT was scheduled, it was not challenging."
- "Each installation should have a Fit-to-Win program."
- "What rationale is there for a specific number of sit-ups, push-ups, if a soldier can run, jump, shoot, drive a truck or care for wounded soldiers?"

- "Physical fitness is a low priority in my unit. If you have time for physical training, good, if not, well, just pass your PT test, if you fail, well take it over in a week or so, no problem."
- "The physical fitness program is inappropriate as an indication of ability to do any given military job."

- **T5 - Psychological Readiness**

- Any general comment concerning psychological readiness including having realistic expectations of duty/combat, and adequacy of briefing from superiors/others.
- **EXAMPLES:**
  - "I feel that our unit commander didn't adequately prepare us for what life would be like in the desert. He briefed us ok, but my expectations based on his briefing far exceeded reality."
  - "I personally feel that no individual is fully prepared to fight and kill other human beings."

- **T6 - Training Unit Cooperation**

- Any general comment concerning the training of units to cooperate with each other.
- Does Not Include comments concerning cooperation between leaders. Code these under **Leader's Relationship with Other/Senior Leaders**

- **T7 - Training Teamwork Between Active Duty and Reserve Units**

- - Any comment concerning training of teamwork and cooperation between active duty and reserve units.
  - Does Not Include comments concerning the competency of reserve units compared to active duty units. Code these under **Quality of Personnel or Reserve Training Issues**.
  - EXAMPLES:
    - "I think much more time and effort needs to be spent training active duty units to work and get along with reserve units. There was too much infighting during ODS/S."
    - "I recommend required maneuver, annually, with the AC."

- **T8 - Training Resources**

- Any comment concerning resources available for effective training.
- Includes comments concerning the adequacy and availability of: equipment/supplies, transportation, trainers, etc.
- Does not include comments concerning:
  - Adequacy of time spent training. Code these under **Preparedness for Deployment/Duty**.
  - Resources for leader training/development. Code these under **Leader Development/Training**.
  - Resources available for the job; Only comments concerning resources available during training go here.
- EXAMPLES:
  - "We didn't have enough ammo to train with."

- **T9 - Personal Development**
  - Any comment concerning the opportunities available to soldier for further (optional) education or training for gaining expertise or technical ability.
  - Does Not Include comments concerning the development of Leader Knowledge, Skills, or Abilities. Code these under **Leader Development/Training**.
  - EXAMPLES:
    - "My dissatisfaction in this area is that warrant officers as a whole are not afforded an opportunity to raise their level of technical and professional expertise while on active duty."
    - "They [doctors] are also required to maintain our professional proficiency often at our own expense and on our own time."
- **T10 - Reserve Training Issues**
  - Any comment specifically concerned with the adequacy of training of reserve soldiers (NOT reserve leaders).
  - Includes comments concerning: adequacy of experience maneuvering with other units, Annual Training, Unit Training Assemblies, and any Reserve training requirements.
  - EXAMPLES:
    - "2 separate 2-week long AT's would be tolerable. A 4-week AT is intolerable unless it would be a real mission."
    - "My unit has performed 28-day AT in the past. My unit has six additional unit assemblies per year presently."
- **T11 - Warfighting Doctrine**
  - The army has certain doctrines known as Airland Battle Doctrine, and Airland Operations Doctrine. These doctrines are

- concerned with the broad issues of training and fighting concepts and strategies.
- Included in this category are comments concerning:
  - How good/bad the concepts were that soldiers were trained in.
  - Organization of troops
- Examples:
  - "During ODS/S we did not use our soldiers according to Airland Battle Doctrine."
  - "We employed our units the way the Soviets would have and not the way we were trained."
  - "Our Airland Battle Doctrine was not adequate to defeat the Iraqis."

- **C1 - CAREER**

- Any general comment concerning soldier's career in the army or in the civilian labor market.
- EXAMPLES:

- **C2 - Commitment To Army Career / Reenlistment**

- Includes any comment concerning:
  - Soldier's desire to or intentions to stay in the army or make army his/her career.
  - Soldier's desire to or intention to Reenlist in the army (active duty or reserve).
  - Joining Reserves/Guard: Any comment concerning soldier's desire or intention to join the reserves (either upon leaving active duty or reenlisting in the reserves).
  - The effect of Downsizing on Reenlistment or Retention Plans. This only refers to comments that talk about how downsizing effects the soldier personally. It Does Not Include comments that criticize the army's downsizing policy or comments that make suggestions concerning how the army should go about reducing the force. These get coded under Policies Concerning Downsizing.
  - Recommendations to others about making a career of the military.
- Does Not Include comments concerning:
  - Voluntary Separation Incentives (VSI) or Early Outs, involuntary separation, or perceptions of equal opportunity or fairness of involuntary separation (no unequal numbers of women or minorities asked to leave the army). Code these under Policies Concerning Downsizing.
  - Soldier's potential civilian career. Code these under Career Outside Army

- - Soldier's career path/track (i.e. Advancement, or advancement potential) in the army. Code these under **Army Career Path/Track**.
- EXAMPLES:
  - "Coming into the army sixteen and a half years ago, I made an assumption, rightly or wrongly, that given a successful career that I would stay in for 20 years or longer, begin drawing retirement benefits. Now I am faced with a series of decisions that may force me out at 17 years and 11 months of active service."
  - "I have always aspired to remain in the military until I retire; more than 20 years if possible. It was only after my tour in Korea, and recent cutbacks, that I've seriously considered leaving the military."
  - "I don't want to leave the army."
  - "I am concerned about being able to retire since I will have 18 yrs AFMS 11 Feb 92."
  - "I hope to stay on Active Duty, depending on assignments available beyond my initial 3 yr tour. However, I will definitely go back to a USAR unit after Active Duty."
  - "I would like to stay and make a career but my options are limited. I would like to know if somebody outside of FT Polk can help me find a good deal and serve the Army with pride."
  - "I ETS in 6 months and have already sent in my letter of resignation of my commission effective on my ETS date."
  - "The Army is going to be a way of life for me."
- C3 - Army Career Path/Track

- - Any general comment concerning soldier's potential career track / advancement in the army.
- Includes comments concerning:
  - **Promotion and Advancement Requirements:** (i.e. lack of knowledge or understanding a soldier has concerning what it takes to get promoted).
  - **The Effect of Downsizing on the Opportunity or Potential to Advance within the army** (i.e. perceptions of competitiveness within the army for positions).
  - **Fairness of Promotions:** Any comment concerning soldier's perceptions that promotions are (are not) based on merit/ability/motivation/interest.
- Does Not Include comments concerning:
  - Voluntary Separation Incentives (VSI) or Early Outs, involuntary separation, or perceptions of equal opportunity or fairness of involuntary separation (no unequal numbers of women or minorities asked to leave the army). Code these under **Policies Concerning Downsizing**.
  - Fairness of performance evaluations (i.e. evaluation reports). Code these under **Fairness of Performance Evaluations**.
  - Morale, or other Job Satisfaction categories (i.e. feedback and assignment).
- EXAMPLES:
  - "The army promotion system in the supply MOS need to be looked at. I am very concerned about the promotion system and the reclass system."

- "We need a clearly defined career track for reservists coming on Active Duty status especially at higher ranks, to include length of service, competitive status with active duty for promotions, retirement, etc."
- "Will promotion criteria continue to become more competitive?"
- "I am getting close to being promoted to Major and I am concerned that I will not be able to find a Major slot."
- C4 - Career Outside Army
  - Any general comment concerning soldier's possible career outside of the military in the civilian sector.
  - Includes any comment concerning:
    - Soldier's perception or beliefs concerning civilian employment.
    - Soldier's perception of the ease or difficulty (i.e. competitiveness) of getting a civilian job.
    - The effect of the economy and current civilian labor market on potential civilian employment.
    - Soldier's perceptions of his/her own personal preparedness for civilian employment. (I.E. Whether soldier thinks he/she learned valuable knowledge, skills, and abilities in the army that will help him/her get a civilian job; Whether soldier thinks he/she developed valuable personal characteristics and attitudes that will help him/her in the civilian job market.
  - EXAMPLES:
    - "I have already signed a contract to work once I leave the army."

— - "To make a complete decision, need to research the civilian job market and determine my marketability. Not a great need for an air defense officer in civilian world."

- **P1 - POLICY ISSUES**

- Any general comments concerning the policies of the army, or causes of (influences on) those policies (i.e. Congress, Budget, etc.).
- EXAMPLES:
  - "I am gravely concerned we are becoming too complacent about the need for a strong defense structure. We need a strong defense more than anything else, at all times, as it takes too long to build up when needed."

- **P2 - Policies Concerning Women**

- Any comments concerning the army's policies about women training/serving in certain specialties/fields, or serving in combat units in the army.
- NOTE: The army's current policy is to restrict women from training/serving in combat specialties and from serving in combat units (Women are allowed to serve in combat support units). If the comment **agrees** with current army policy then it gets a **positive** rating. If the comment **disagrees** with army policy (i.e. comment states that women should be allowed in combat units) then it gets a **negative** rating.
- EXAMPLES:
  - "Women and men should have the same APRT standards. Women and men should be allowed in combat zone if they score 240 or above."
  - "Women are in both FA and ADA. Last I heard, both branches were combat arms?!"
  - "I fully agree with women being allowed into any MOS. Provided ONE standard is set and enforced for both men and women."
  - "Women can perform outstandingly in virtually any job, except those that require strong upper body strength...If you were a combat ground commander would you want to go hand-to-hand with a mixed

— US battalion of men and women in opposition to an enemy force of all males? I know I would not. The life and death situations of head-on combat, one-on-one is not the place for social, feminist tinkering. The great success of desert storm should not be used as justification for women in combat units.

- "The female soldier was a hardship and burden to the combat units in the field."
- "Women and men should not be mixed in combat/frontline units because this could be a distraction from their duties."

- **P3 - Policies Concerning Downsizing**
  - Any comment about the army's policies concerning downsizing. This category concerns comments addressing the Army's downsizing policies - Read question #214 - #221 of the questionnaire (Form E,F) to become familiar with the terms used to discuss this issue.
  - Includes comments concerning:
    - Policies concerning Voluntary Separation Incentives (VSI) or Early Outs
    - Policies concerning Involuntary separation.
  - Fairness and Downsizing
    - Any comment concerned with racial/sexual unfairness w.r.t. downsizing (i.e. Unusually large proportion of minorities or women asked to leave army; Only certain racial or gender groups offered good VSIs, etc).
    - Any comment concerned with unfairness in downsizing policies with respect to rank, or function (i.e. .)

-- Does Not Include comments concerning:

- Learning about downsizing policies. Code these under **Information/Communication**.
- Effect of downsizing on reenlistment plans. Code these under **Commitment to Army Career / Reenlistment**.
- Effect of downsizing on the opportunity to advance in army. Code these under **Army Career Path/Track**.
- EXAMPLES:
  - "You're going to have to kick me out. No money can equal my job."
  - "I have put in ten dedicated years of service. My prayer is that when the cutting is done, it will be done with all fairness to every soldier. Take a look at the whole soldier and do the right thing."
  - "#215-219 - Any amount of compensation will be great, ideally, the benefits is the best part of any deal."
  - "Why is the AMEDD excluded from all the incentives to get out early? Seems the only people offered early outs are those who should have difficulty getting jobs on the outside."
  - "The army leadership will do its best to plan an orderly reduction in force that will be fair to personnel and maintain a highly effective combat force. I fear, however, that political decisions will obviate the army's plans."
  - "This RIF business is tough! We (the army) must somehow balance the needs of the army and the needs of the soldier. The army seems to be taking a very humanistic approach to its reduction strategy. That is, it is trying to reduce by minimizing the anxieties of the soldier. A lot of my fellow officers have told me that they were concerned about the scenario whereby all

- the 'good ones' depart leaving only the 'average'."
- "The thought of being forced out of the military when you are near 40 years old, and have given your life to the service without thoughts to personal welfare or comfort is very disheartening."
- "I am very concerned about the voluntary separation incentives. I am interested but am worried my application may not be accepted if too many apply. I also believe that individuals should have 6 months to transaction regardless of whether separation is voluntary or involuntary."
- "I don't believe that Sr Leadership decides, Congress does."
- "I was eligible for, but not selected during the first SERB. At that time I, and others, were guaranteed not to be re-examined for several years. This removed a tremendous burden and resulted in several visions being made regarding the future in the army. I feel betrayed by an army leadership which has broken that promise and allowed Congress now to subject officers to the SERB."
- "I am sure there are a ton of troops who would like to be out of the service. Let those out first. Forced early retirement is a good idea but only if that service member is non-productive."
- "When downsizing please be aware that pride in UNIT participation is an important factor. Also, experience and demonstrated performance should be among the main considerations when eliminating units/soldiers."
- "There is a great deal of hostility about 'EEO' policies. Many feel it is not EQUAL opportunity when certain quotas are prescribed for SERB boards (be it gender or race) and some soldiers

- with less qualifications are chosen because of their minority status."
- **P4 - Policies Concerning Reserves/National Guard**
  - Any comment about the army's policies regarding the reserves and/or national guard.
  - EXAMPLES:
    - "I strongly believe that the Individual Ready Reserve (IRR) should NOT exist! Please, I urge you to do away completely with the IRR system. It has no practical place where US soldiers are sent to war! Use USAR/ARNG instead."

- **M1 - MISCELLANEOUS**
  - Any comment that doesn't belong in any of the previous categories.
  - NOTE: Do Not code these comments positive or negative, leave them as neutral.
- **M2 - CIVILIAN WORK OF RESERVE SOLDIER**
  - Code this category for comments that ONLY respond to question #144d and #144e. If they make additional comments, do not code anything they say in this category - code their comments under the appropriate category.
- **M3 - SURVEY FEEDBACK**
  - Includes comments that discuss the STAMP survey.
  - NOTE: Be careful about placing comments in this category. If the comment starts out "The survey didn't ask about...." or "There were no questions on...." then it probably should be coded according to the subject mentioned by the comment. For example, the comment "The questionnaire sidestepped the issue of staffing shortages before and after ODS/S." should be coded under **Resources**.

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**Appendix C**  
**Frequencies of Codes for Content Categories**

CONTENT CATEGORY	FREQUENCY	PERCENT
QL1 NEU - Quality of Army Life	14	0.2
QL1 NEG - Quality of Army Life	26	0.4
QL1 POS - Quality of Army Life	26	0.4
QL1 ALL - Quality of Army Life	68	1.0
QL2 NEU - Concern of Army for Soldiers	27	0.4
QL2 NEG - Concern of Army for Soldiers	98	1.6
QL2 POS - Concern of Army for Soldiers	16	0.3
QL2 ALL - Concern of Army for Soldiers	141	2.3
QL3 NEU - Pay/Allotments/Std of Living	158	2.5
QL3 NEG - Pay/Allotments/Std of Living	184	2.9
QL3 POS - Pay/Allotments/Std of Living	9	0.1
QL3 ALL - Pay/Allotments/Std of Living	351	5.5
QL4 NEU - Accuracy of Pay	5	0.1
QL4 NEG - Accuracy of Pay	35	0.6
QL4 POS - Accuracy of Pay	0	0.0
QL4 ALL - Accuracy of Pay	40	0.7
QL5 NEU - Timeliness of Pay	2	0.0
QL5 NEG - Timeliness of Pay	44	0.7
QL5 POS - Timeliness of Pay	1	0.0
QL5 ALL - Timeliness of Pay	47	0.7
QL6 NEU - Amount of Pay	74	1.2
QL6 NEG - Amount of Pay	106	1.7
QL6 POS - Amount of Pay	2	0.0
QL6 ALL - Amount of Pay	182	2.9
QL7 NEU - Health Services	37	0.6
QL7 NEG - Health Services	96	1.5
QL7 POS - Health Services	9	0.1

CONTENT CATEGORY	FREQUENCY	PERCENT
QL7 ALL - Health Services	142	2.2
QL8 NEU - Living Conditions	33	0.5
QL8 NEG - Living Conditions	80	1.3
QL8 POS - Living Conditions	3	0.0
QL8 ALL - Living Conditions	116	1.8
QL9 NEU - Information/Communication	87	1.4
QL9 NEG - Information/Communication	182	2.9
QL9 POS - Information/Communication	3	0.0
QL9 ALL - Information/Communication	272	4.3
F1 NEU - Family/Relationship Issues	17	0.3
F1 NEG - Family/Relationship Issues	14	0.2
F1 POS - Family/Relationship Issues	2	0.0
F1 ALL - Family/Relationship Issues	33	0.5
F2 NEU - Soldier's Support of Family	89	1.4
F2 NEG - Soldier's Support of Family	85	1.4
F2 POS - Soldier's Support of Family	18	0.3
F2 ALL - Soldier's Support of Family	192	3.1
F3 NEU - Family's Med/Dent/Ment Health Care	24	0.4
F3 NEG - Family's Med/Dent/Ment Health Care	82	1.3
F3 POS - Family's Med/Dent/Ment Health Care	10	0.2
F3 ALL - Family's Med/Dent/Ment Health Care	116	1.9
F4 NEU - Work/Education Opportunities	9	0.1
F4 NEG - Work/Education Opportunities	14	0.2
F4 POS - Work/Education Opportunities	0	0.0
F4 ALL - Work/Education Opportunities	23	0.3
F5 NEU - Housing	5	0.1
F5 NEG - Housing	10	0.2

CONTENT CATEGORY	FREQUENCY	PERCENT
F5 POS - Housing	0	0.0
F5 ALL - Housing	15	0.3
F6 NEU - Issues Concerning Children	70	1.1
F6 NEG - Issues Concerning Children	26	0.4
F6 POS - Issues Concerning Children	1	0.0
F6 ALL - Issues Concerning Children	97	1.5
F7 NEU - Relationship Issues	37	0.6
F7 NEG - Relationship Issues	35	0.6
F7 POS - Relationship Issues	2	0.0
F7 ALL - Relationship Issues	74	1.2
F8 NEU - Financial Issues	21	0.3
F8 NEG - Financial Issues	61	1.0
F8 POS - Financial Issues	3	0.0
F8 ALL - Financial Issues	85	1.3
F9 NEU - Family's Support of Soldier	13	0.2
F9 NEG - Family's Support of Soldier	7	0.1
F9 POS - Family's Support of Soldier	13	0.2
F9 ALL - Family's Support of Soldier	33	0.5
F10 NEU - Comm. Between Family and Soldier	6	0.1
F10 NEG - Comm. Between Family and Soldier	25	0.4
F10 POS - Comm. Between Family and Soldier	0	0.0
F10 ALL - Comm. Between Family and Soldier	31	0.5
F11 NEU - Dual Army Careers	67	1.1
F11 NEG - Dual Army Careers	29	0.5
F11 POS - Dual Army Careers	3	0.0
F11 ALL - Dual Army Careers	99	1.6
L1 NEU - Leadership	88	1.4
L1 NEG - Leadership	114	1.8
L1 POS - Leadership	5	0.1

CONTENT CATEGORY	FREQUENCY	PERCENT
L1 ALL - Leadership	207	2.3
L2 NEU - Leader's Relat. w/ Other Leaders	4	0.1
L2 NEG - Leader's Relat. w/ Other Leaders	15	0.2
L2 POS - Leader's Relat. w/ Other Leaders	1	0.0
L2 ALL - Leader's Relat. w/ Other Leaders	20	0.3
L3 NEU - Coop/Teamwrk Betw. AD & Res. Leaders	1	0.0
L3 NEG - Coop/Teamwrk Betw. AD & Res. Leaders	1	0.0
L3 POS - Coop/Teamwrk Betw. AD & Res. Leaders	0	0.0
L3 ALL - Coop/Teamwrk Betw. AD & Res. Leaders	2	0.0
L4 NEU - Leader Abilities/Competencies	53	0.8
L4 NEG - Leader Abilities/Competencies	177	2.8
L4 POS - Leader Abilities/Competencies	20	0.3
L4 ALL - Leader Abilities/Competencies	250	3.9
L5 NEU - Performance of Leader - Active Duty	3	0.0
L5 NEG - Performance of Leader - Active Duty	7	0.1
L5 POS - Performance of Leader - Active Duty	0	0.0
L5 ALL - Performance of Leader - Active Duty	10	0.1
L6 NEU - Performance of Leader - Reserves	6	0.1
L6 NEG - Performance of Leader - Reserves	32	0.5
L6 POS - Performance of Leader - Reserves	0	0.0
L6 ALL - Performance of Leader - Reserves	38	0.6
L7 NEU - Leader/Subordinate Interaction	68	1.1
L7 NEG - Leader/Subordinate Interaction	219	3.5
L7 POS - Leader/Subordinate Interaction	10	0.2

CONTENT CATEGORY	FREQUENCY	PERCENT
L7 ALL - Leader/Subordinate Interaction	297	4.8
L8 NEU - Leader Development/Training	23	0.4
L8 NEG - Leader Development/Training	20	0.3
L8 POS - Leader Development/Training	0	0.0
L8 ALL - Leader Development/Training	43	0.7
JS1 NEU - Job Satisfaction	52	0.8
JS1 NEG - Job Satisfaction	191	3.0
JS1 POS - Job Satisfaction	135	2.1
JS1 ALL - Job Satisfaction	378	5.9
JS2 NEU - Job/Task Support	15	0.2
JS2 NEG - Job/Task Support	49	0.8
JS2 POS - Job/Task Support	4	0.1
JS2 ALL - Job/Task Support	68	1.1
JS3 NEU - Resources	44	0.7
JS3 NEG - Resources	106	1.7
JS3 POS - Resources	1	0.0
JS3 ALL - Resources	151	2.4
JS4 NEU - Staffing/Time/Workload	63	1.0
JS4 NEG - Staffing/Time/Workload	120	1.9
JS4 POS - Staffing/Time/Workload	3	0.0
JS4 ALL - Staffing/Time/Workload	186	2.9
JS5 NEU - Quality of Personnel	47	0.7
JS5 NEG - Quality of Personnel	76	1.2
JS5 POS - Quality of Personnel	71	1.1
JS5 ALL - Quality of Personnel	194	3.0
JS6 NEU - Relationship With Coworkers	25	0.4
JS6 NEG - Relationship With Coworkers	45	0.7
JS6 POS - Relationship With Coworkers	7	0.1
JS6 ALL - Relationship With Coworkers	77	1.2

CONTENT CATEGORY	FREQUENCY	PERCENT
JS7 NEU - Racial Issues Among Coworkers	6	0.1
JS7 NEG - Racial Issues Among Coworkers	17	0.3
JS7 POS - Racial Issues Among Coworkers	0	0.0
JS7 ALL - Racial Issues Among Coworkers	23	0.4
JS8 NEU - Teamwork Within a Unit	7	0.1
JS8 NEG - Teamwork Within a Unit	12	0.2
JS8 POS - Teamwork Within a Unit	5	0.1
JS8 ALL - Teamwork Within a Unit	24	0.4
JS9 NEU - Teamwork Between Units	2	0.0
JS9 NEG - Teamwork Between Units	4	0.1
JS9 POS - Teamwork Between Units	0	0.0
JS9 ALL - Teamwork Between Units	6	0.1
JS10 NEU - Communication Between Units	11	0.2
JS10 NEG - Communication Between Units	15	0.2
JS10 POS - Communication Between Units	0	0.0
JS10 ALL - Communication Between Units	26	0.4
JS11 NEU - Relat'ship Between AD & Res Units	28	0.4
JS11 NEG - Relat'ship Between AD & Res Units	112	1.8
JS11 POS - Relat'ship Between AD & Res Units	11	0.2
JS11 ALL - Relat'ship Between AD & Res Units	151	2.4
JS12 NEU - Feedback and Assignments	368	5.9
JS12 NEG - Feedback and Assignments	29	0.5
JS12 POS - Feedback and Assignments	9	0.1
JS12 ALL - Feedback and Assignments	406	6.5
JS13 NEU - Acknowl/Recog. of Accompl/Value to Army	45	0.7
JS13 NEG - Acknowl/Recog. of Accompl/Value to Army	107	1.7

CONTENT CATEGORY	FREQUENCY	PERCENT
JS13 POS - Acknowl/Recog. of Accompl/Value to Army	2	0.0
JS13 ALL - Acknowl/Recog. of Accompl/Value to Army	154	2.4
JS14 NEU - Fairness of Performance Evaluations	39	0.6
JS14 NEG - Fairness of Performance Evaluations	84	1.3
JS14 POS - Fairness of Performance Evaluations	2	0.0
JS14 ALL - Fairness of Performance Evaluations	125	1.9
JS15 NEU - Opportunity for Good Assignments	145	2.3
JS15 NEG - Opportunity for Good Assignments	204	3.2
JS15 POS - Opportunity for Good Assignments	15	0.2
JS15 ALL - Opportunity for Good Assignments	364	5.7
JS16 NEU - Appropriateness of Assingments/Duties	59	0.9
JS16 NEG - Appropriateness of Assingments/Duties	94	1.5
JS16 POS - Appropriateness of Assingments/Duties	1	0.0
JS16 ALL - Appropriateness of Assingments/Duties	154	2.4
JS17 NEU - Job Challenge	8	0.1
JS17 NEG - Job Challenge	54	0.9
JS17 POS - Job Challenge	10	0.2
JS17 ALL - Job Challenge	72	1.2
JS18 NEU - Efficacy	13	0.2
JS18 NEG - Efficacy	9	0.1
JS18 POS - Efficacy	35	0.6

CONTENT CATEGORY	FREQUENCY	PERCENT
JS18 ALL - Efficacy	57	0.9
JS19 NEU - Recruitment Satisfaction	49	0.8
JS19 NEG - Recruitment Satisfaction	26	0.4
JS19 POS - Recruitment Satisfaction	3	0.0
JS19 ALL - Recruitment Satisfaction	78	1.2
JS20 NEU - Active Duty Recruiting Issues	4	0.1
JS20 NEG - Active Duty Recruiting Issues	1	0.0
JS20 POS - Active Duty Recruiting Issues	0	0.0
JS20 ALL - Active Duty Recruiting Issues	5	0.1
JS21 NEU - Reserve Recruiting Issues	8	0.1
JS21 NEG - Reserve Recruiting Issues	11	0.2
JS21 POS - Reserve Recruiting Issues	0	0.0
JS21 ALL - Reserve Recruiting Issues	19	0.3
JS22 NEU - ANC Recruiting Issues	383	6.1
JS22 NEG - ANC Recruiting Issues	156	2.5
JS22 POS - ANC Recruiting Issues	72	1.1
JS22 ALL - ANC Recruiting Issues	611	9.7
MD1 NEU - Mobilization/Deployment/ Demobilization	217	3.5
MD1 NEG - Mobilization/Deployment/ Demobilization	75	1.2
MD1 POS - Mobilization/Deployment/ Demobilization	14	0.2
MD1 ALL - Mobilization/Deployment/ Demobilization	306	4.9
MD2 NEU - M/D/D and Personal Issues	23	0.4
MD2 NEG - M/D/D and Personal Issues	20	0.3
MD2 POS - M/D/D and Personal Issues	5	0.1
MD2 ALL - M/D/D and Personal Issues	48	0.8
MD3 NEU - Communication Between Army and Soldier	9	0.1

CONTENT CATEGORY	FREQUENCY	PERCENT
MD3 NEG - Communication Between Army and Soldier	39	0.6
MD3 POS - Communication Between Army and Soldier	0	0.0
MD3 ALL - Communication Between Army and Soldier	48	0.7
MD4 NEU - Personal Mobilization Plans	12	0.2
MD4 NEG - Personal Mobilization Plans	19	0.3
MD4 POS - Personal Mobilization Plans	1	0.0
MD4 ALL - Personal Mobilization Plans	32	0.5
MD5 NEU - Processing	11	0.2
MD5 NEG - Processing	34	0.5
MD5 POS - Processing	2	0.0
MD5 ALL - Processing	47	0.7
MD6 NEU - Effect of M/D/D on Education (reserves)	6	0.1
MD6 NEG - Effect of M/D/D on Education (reserves)	15	0.2
MD6 POS - Effect of M/D/D on Education (reserves)	0	0.0
MD6 ALL - Effect of M/D/D on Education (reserves)	21	0.3
MD7 NEU - Effect of M/D/D on Civilian Job (reserves)	26	0.4
MD7 NEG - Effect of M/D/D on Civilian Job (reserves)	44	0.7
MD7 POS - Effect of M/D/D on Civilian Job (reserves)	1	0.0
MD7 ALL - Effect of M/D/D on Civilian Job (reserves)	71	1.1
MD8 NEU - Impact on Own Business (reserves)	4	0.1
MD8 NEG - Impact on Own Business (reserves)	8	0.1

CONTENT CATEGORY	FREQUENCY	PERCENT
MD8 POS - Impact on Own Business (reserves)	1	0.0
MD8 ALL - Impact on Own Business (reserves)	13	0.2
MD9 NEU - Employer's Personnel Practices (reserves)	28	0.4
MD9 NEG - Employer's Personnel Practices (reserves)	17	0.3
MD9 POS - Employer's Personnel Practices (reserves)	9	0.1
MD9 ALL - Employer's Personnel Practices (reserves)	54	0.8
T1 NEU - Training	37	0.6
T1 NEG - Training	26	0.4
T1 POS - Training	8	0.1
T1 ALL - Training	71	1.1
T2 NEU - Preparedness for Deployment/Duty	132	2.1
T2 NEG - Preparedness for Deployment/Duty	171	2.7
T2 POS - Preparedness for Deployment/Duty	37	0.6
T2 ALL - Preparedness for Deployment/Duty	340	5.4
T3 NEU - Training/Assignment Similarity	25	0.4
T3 NEG - Training/Assignment Similarity	63	1.0
T3 POS - Training/Assignment Similarity	4	0.1
T3 ALL - Training/Assignment Similarity	92	1.5
T4 NEU - Physical Fitness	334	5.3
T4 NEG - Physical Fitness	257	4.1
T4 POS - Physical Fitness	15	0.2
T4 ALL - Physical Fitness	606	9.6
T5 NEU - Psychological Readiness	5	0.1
T5 NEG - Psychological Readiness	5	0.1
T5 POS - Psychological Readiness	1	0.0
T5 ALL - Psychological Readiness	11	0.2

CONTENT CATEGORY	FREQUENCY	PERCENT
T6 NEU - Training Unit Cooperation	6	0.1
T6 NEG - Training Unit Cooperation	0	0.0
T6 POS - Training Unit Cooperation	0	0.0
T6 ALL - Training Unit Cooperation	6	0.1
T7 NEU - Training Teamwork Between AD & Res. Units	13	0.2
T7 NEG - Training Teamwork Between AD & Res. Units	4	0.1
T7 POS - Training Teamwork Between AD & Res. Units	0	0.0
T7 ALL - Training Teamwork Between AD & Res. Units	17	0.3
T8 NEU - Training Resources	21	0.3
T8 NEG - Training Resources	39	0.6
T8 POS - Training Resources	2	0.0
T8 ALL - Training Resources	62	1.0
T9 NEU - Personal Development	133	2.1
T9 NEG - Personal Development	76	1.2
T9 POS - Personal Development	14	0.2
T9 ALL - Personal Development	223	3.5
T10 NEU - Reserve Training Issues	316	5.0
T10 NEG - Reserve Training Issues	89	1.4
T10 POS - Reserve Training Issues	20	0.3
T10 ALL - Reserve Training Issues	425	6.7
T11 NEU - Warfighting Doctrine	7	0.1
T11 NEG - Warfighting Doctrine	10	0.2
T11 POS - Warfighting Doctrine	0	0.0
T11 ALL - Warfighting Doctrine	17	0.3
C1 NEU - Career	55	0.9
C1 NEG - Career	14	0.2
C1 POS - Career	17	0.3

CONTENT CATEGORY	FREQUENCY	PERCENT
C1 ALL - Career	86	1.4
C2 NEU - Commitment to Army Career/Reenlistment	317	5.0
C2 NEG - Commitment to Army Career/Reenlistment	235	3.7
C2 POS - Commitment to Army Career/Reenlistment	187	3.0
C2 ALL - Commitment to Army Career/Reenlistment	739	11.7
C3 NEU - Army Career Path/Track	183	2.9
C3 NEG - Army Career Path/Track	337	5.4
C3 POS - Army Career Path/Track	22	0.3
C3 ALL - Army Career Path/Track	542	8.6
C4 NEU - Career Outside Army	55	0.9
C4 NEG - Career Outside Army	58	0.9
C4 POS - Career Outside Army	12	0.2
C4 ALL - Career Outside Army	125	2.0
P1 NEU - Policy Issues	127	2.0
P1 NEG - Policy Issues	41	0.7
P1 POS - Policy Issues	3	0.0
P1 ALL - Policy Issues	171	2.7
P2 NEU - Policies Concerning Women	221	3.5
P2 NEG - Policies Concerning Women	160	2.5
P2 POS - Policies Concerning Women	139	2.2
P2 ALL - Policies Concerning Women	520	8.2
P3 NEU - Policies Concerning Downsizing	631	10.0
P3 NEG - Policies Concerning Downsizing	474	7.5
P3 POS - Policies Concerning Downsizing	44	0.7
P3 ALL - Policies Concerning Downsizing	1149	18.2
P4 NEU - Policies Concerning Reserves/Nat'l Guard	93	1.5

CONTENT CATEGORY	FREQUENCY	PERCENT
P4 NEG - Policies Concerning Reserves/Nat'l Guard	65	1.0
P4 POS - Policies Concerning Reserves/Nat'l Guard	3	0.0
P4 ALL - Policies Concerning Reserves/Nat'l Guard	161	2.5
M1 - Miscellaneous	219	3.5
M3 - Survey Feedback	503	8.0

NOTE: See text for instructions concerning how to interpret this table.

**Appendix D**

**Percent Responding to "ALL" Content Categories--  
Descending Order**

<b>CONTENT CATEGORY</b>	<b>PERCENT</b>
P3 ALL - Policies Concerning Downsizing	18.2
C2 ALL - Commitment to Army Career/Reenlistment	11.7
JS22 ALL - ANC Recruiting Issues	9.7
T4 ALL - Physical Fitness	9.6
C3 ALL - Army Career Path/Track	8.6
P2 ALL - Policies Concerning Women	8.2
M3 - Survey Feedback	8.0
T10 ALL - Reserve Training Issues	6.7
JS12 ALL - Feedback and Assignments	6.5
JS1 ALL - Job Satisfaction	5.9
JS15 ALL - Opportunity for Good Assignments	5.7
QL3 ALL - Pay/Allotments/Std of Living	5.5
T2 ALL - Preparedness for Deployment/Duty	5.4
MD1 ALL - Mobilization/Deployment/ Demobilization	4.9
L7 ALL - Leader/Subordinate Interaction	4.8
QL9 ALL - Information/Communication	4.3
L4 ALL - Leader Abilities/Competencies	3.9
T9 ALL - Personal Development	3.5
M1 - Miscellaneous	3.5
F2 ALL - Soldier's Support of Family	3.1
JS5 ALL - Quality of Personnel	3.0
QL6 ALL - Amount of Pay	2.9
JS4 ALL - Staffing/Time/Workload	2.9
P1 ALL - Policy Issues	2.7
P4 ALL - Policies Concerning Reserves/Nat'l Guard	2.5

CONTENT CATEGORY	PERCENT
JS3 ALL - Resources	2.4
JS11 ALL - Relat'ship Between AD & Res Units	2.4
JS13 ALL - Acknowl/Recog. of Accompl/Value to Army	2.4
JS16 ALL - Appropriateness of Assingments/ Duties	2.4
QL2 ALL - Concern of Army for Soldiers	2.3
L1 ALL - Leadership	2.3
QL7 ALL - Health Services	2.2
C4 ALL - Career Outside Army	2.0
F3 ALL - Family's Med/Dent/Ment Health Care	1.9
JS14 ALL - Fairness of Performance Evaluations	1.9
QL8 ALL - Living Conditions	1.8
F6 ALL - Issues Concerning Children	1.5
T3 ALL - Training/Assignment Similarity	1.5
C1 ALL - Career	1.4
F8 ALL - Financial Issues	1.3
F7 ALL - Relationship Issues	1.2
JS6 ALL - Relationship With Coworkers	1.2
JS17 ALL - Job Challenge	1.2
JS19 ALL - Recruitment Satisfaction	1.2
JS2 ALL - Job/Task Support	1.1
MD7 ALL - Effect of M/D/D on Civilian Job (reserves)	1.1
T1 ALL - Training	1.1
QL1 ALL - Quality of Army Life	1.0
T8 ALL - Training Resources	1.0
JS18 ALL - Efficacy	0.9
MD2 ALL - M/D/D and Personal Issues	0.8
MD9 ALL - Employer's Personnel Practices (reserves)	0.8

CONTENT CATEGORY	PERCENT
QL4 ALL - Accuracy of Pay	0.7
QL5 ALL - Timeliness of Pay	0.7
L8 ALL - Leader Development/Training	0.7
MD3 ALL - Communication Between Army and Soldier	0.7
MD5 ALL - Processing	0.7
L6 ALL - Performance of Leader - Reserves	0.6
F1 ALL - Family/Relationship Issues	0.5
F9 ALL - Family's Support of Soldier	0.5
F10 ALL - Comm. Between Family and Soldier	0.5
MD4 ALL - Personal Mobilization Plans	0.5
JS7 ALL - Racial Issues Among Coworkers	0.4
JS8 ALL - Teamwork Within a Unit	0.4
JS10 ALL - Communication Between Units	0.4
F4 ALL - Work/Education Opportunities	0.3
F5 ALL - Housing	0.3
L2 ALL - Leader's Relat. w/ Other Leaders	0.3
JS21 ALL - Reserve Recruiting Issues	0.3
MD6 ALL - Effect of M/D/D on Education (reserves)	0.3
T7 ALL - Training Teamwork Between AD & Res. Units	0.3
T11 ALL - Warfighting Doctrine	0.3
MD8 ALL - MD8 ALL - Impact on Own Business (reserves)	0.2
T5 ALL - Psychological Readiness	0.2
L5 ALL - Performance of Leader - Active Duty	0.1
JS9 ALL - Teamwork Between Units	0.1
JS20 ALL - Active Duty Recruiting Issues	0.1
T6 ALL - Training Unit Cooperation	0.1
L3 ALL - Coop/Teamwrk Betw. AD & Res. Leaders	0.0

Appendix E  
STAMP Data Aggregated  
According to the 5% Rule

CONTENT CATEGORY	FREQUENCY	PERCENT
QL1 NEU - Quality of Army Life	198	3.1
QL1 NEG - Quality of Army Life	482	7.7
QL1 POS - Quality of Army Life	57	0.9
QL1 ALL - Quality of Army Life	739	11.7
QL3 NEU - Pay/Allotments/Std of Living	239	3.8
QL3 NEG - Pay/Allotments/Std of Living	369	5.8
QL3 POS - Pay/Allotments/Std of Living	12	0.2
QL3 ALL - Pay/Allotments/Std of Living	620	9.8
F1 NEU - Family/Relationship Issues	103	1.6
F1 NEG - Family/Relationship Issues	75	1.2
F1 POS - Family/Relationship Issues	18	0.3
F1 ALL - Family/Relationship Issues	196	3.1
F2 NEU - Soldier's Support of Family	255	4.1
F2 NE - Soldier's Support of Family	313	5.0
F2 POS - Soldier's Support of Family	34	0.5
F2 ALL - Soldier's Support of Family	602	9.6
L1 NEU - Leadership	246	3.9
L1 NEG - Leadership	585	9.3
L1 POS - Leadership	36	0.6
L1 ALL - Leadership	867	13.8
JS1 NEU - Job Satisfaction	134	2.1
JS1 NEG - Job Satisfaction	292	4.6
JS1 POS - Job Satisfaction	183	2.9
JS1 ALL - Job Satisfaction	609	9.6
JS2 NEU - Job/Task Support	248	4.0
JS2 NEG - Job/Task Support	556	8.8

CONTENT CATEGORY	FREQUENCY	PERCENT
JS2 POS - Job/Task Support	102	1.6
JS2 ALL - Job/Task Support	906	14.4
JS12 NEU - Feedback and Assignments	511	8.1
JS12 NEG - Feedback and Assignments	314	5.0
JS12 POS - Feedback and Assignments	14	0.2
JS12 ALL - Feedback and Assignments	839	13.3
JS15 NEU - Opportunity for Good Assignments	145	2.3
JS15 NEG - Opportunity for Good Assignments	204	3.2
JS15 POS - Opportunity for Good Assignments	15	0.2
JS15 ALL - Opportunity for Good Assignments	364	5.7
JS22 NEU - ANC Recruiting Issues	383	6.1
JS22 NEG - ANC Recruiting Issues	156	2.5
JS22 POS - ANC Recruiting Issues	72	1.1
JS22 ALL - ANC Recruiting Issues	611	9.7
MD1 NEU - Mobilization/Deployment/ Demobilization	217	3.5
MD1 NEG - Mobilization/Deployment/ Demobilization	75	1.2
MD1 POS - Mobilization/Deployment/ Demobilization	14	0.2
MD1 ALL - Mobilization/Deployment/ Demobilization	306	4.9
MD2 NEU - M/D/D and Personal Issues	119	1.9
MD2 NEG - M/D/D and Personal Issues	196	3.1
MD2 POS - M/D/D and Personal Issues	19	0.3
MD2 ALL - M/D/D and Personal Issues	334	5.3
T1 NEU - Training	217	3.4
T1 NEG - Training	155	2.5

CONTENT CATEGORY	FREQUENCY	PERCENT
T1 POS - Training	24	0.4
T1 ALL - Training	396	6.3
T2 NEU - Preparedness for Deployment/Duty	162	2.6
T2 NEG - Preparedness for Deployment/Duty	239	3.8
T2 POS - Preparedness for Deployment/Duty	42	0.6
T2 ALL - Preparedness for Deployment/Duty	443	7.0
T4 NEU - Physical Fitness	334	5.3
T4 NEG - Physical Fitness	257	4.1
T4 POS - Physical Fitness	15	0.2
T4 ALL - Physical Fitness	606	9.6
T10 NEU - Reserve Training Issues	316	5.0
T10 NEG - Reserve Training Issues	89	1.4
T10 POS - Reserve Training Issues	20	0.3
T10 ALL - Reserve Training Issues	425	6.7
C1 NEU - Career	110	1.7
C1 NEG - Career	72	1.1
C1 POS - Career	29	0.5
C1 ALL - Career	211	3.3
C2 NEU - Commitment to Army Career/Reenlistment	317	5.0
C2 NEG - Commitment to Army Career/Reenlistment	235	3.7
C2 POS - Commitment to Army Career/Reenlistment	187	3.0
C2 ALL - Commitment to Army Career/Reenlistment	739	11.7
C3 NEU - Army Career Path/Track	183	2.9
C3 NEG - Army Career Path/Track	337	5.4
C3 POS - Army Career Path/Track	22	0.3
C3 ALL - Army Career Path/Track	542	8.6
P1 NEU - Policy Issues	220	3.5

CONTENT CATEGORY	FREQUENCY	PERCENT
P1 NEG - Policy Issues	106	1.7
P1 POS - Policy Issues	6	0.1
P1 ALL - Policy Issues	332	5.3
P2 NEU - Policies Concerning Women	221	3.5
P2 NEG - Policies Concerning Women	160	2.5
P2 POS - Policies Concerning Women	139	2.2
P2 ALL - Policies Concerning Women	520	8.2
P3 NEU - Policies Concerning Downsizing	631	10.0
P3 NEG - Policies Concerning Downsizing	474	7.5
P3 POS - Policies Concerning Downsizing	44	0.7
P3 ALL - Policies Concerning Downsizing	1149	18.2
M3 - Survey Feedback	503	8.0

**Appendix F**

**Percent Responding to "ALL" Content Categories  
for Aggregated Data--Descending Order**

<b>CONTENT CATEGORY</b>	<b>PERCENT</b>
P3 ALL - Policies Concerning Downsizing	18.2
JS2 ALL - Job/Task Support	14.4
L1 ALL - Leadership	13.8
JS12 ALL - Job/Task Support	13.3
QL1 ALL - Quality of Army Life	11.7
C2 ALL - Commitment to Army Career/Reenlistment	11.7
QL3 ALL - Pay/Allotments/Std of Living	9.8
JS22 ALL - ANC Recruiting Issues	9.7
F2 ALL - Soldier's Support of Family	9.6
JS1 ALL - Job Satisfaction	9.6
T4 ALL - Physical Fitness	9.6
C3 ALL - Army Career Path/Track	8.6
P2 ALL - Policies Concerning Women	8.2
M3 - Survey Feedback	8.0
T2 ALL - Preparedness for Deployment/Duty	7.0
T10 ALL - Reserve Training Issues	6.7
T1 ALL - Training	6.3
JS15 ALL - Reserve Training Issues	5.7
MD2 ALL - M/D/D and Personal Issues	5.3
P1 ALL - Policy Issues	5.3
MD1 ALL - Mobilization/Deployment/ Demobilization	4.9
C1 ALL - Career	3.3
F1 ALL - Family/Relationship Issues	3.1